Examining Teacher Retention through the Lens of Job Satisfaction and Commitment in a Philippine Private School

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Abstract. This research explored the relationship between teachers' school commitment, job satisfaction, and their retention in a private school in Cebu, Philippines during the school year 2023–2024. One hundred and seventeen (117) teachers were selected using random sampling and completed a four-part survey questionnaire assessing their profile, school commitment, job satisfaction, and retention. The statistical measurements used to analyze the data were frequency count, percentage, weighted mean, standard deviation, and Pearson product-moment correlation coefficient. Data reveal that the respondents had a very high degree of school commitment and job satisfaction. Moreover, working conditions had a very high degree of influence on respondents' retention, while compensation, administrative support, and professional growth had a high degree of influence. Furthermore, school commitment is significantly related to teacher job satisfaction and retention, while job satisfaction is significantly related to teacher retention. These findings suggest that enhancing teachers' commitment and job satisfaction may be strategic in improving their retention. Therefore, school administrators must promote a positive working environment to foster school commitment, job satisfaction, and retention.

Keywords: job satisfaction; private school teachers; school commitment; teacher retention

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1. Introduction

In the realm of education, school commitment, job satisfaction, and teacher retention are crucial factors in creating a supportive environment for learning and guaranteeing the continuity of high-quality instruction (David & Naparan, 2024; Hashim, 2023; Noori, 2023). School commitment relates to the teacher's confidence in and adherence to the school's goals and values, their efforts to embrace these objectives, and their dedication to remaining actively engaged in the school community (Hong & Matsko, 2019; Osterman, 2023). Teachers' commitment to the school is founded on their acceptance and integration of its goals and values. On the other hand, job satisfaction is the positive emotional state arising from the individual's belief that their work supports or achieves their professional values (Faeq et al., 2022). Thus, it refers to the degree of fulfillment and contentment the individual attains from their profession. Teacher retention is defined as the capacity of schools and educational systems to attract, support, and retain effective teachers throughout their careers, from their initial entry into the profession to their decision to continue or leave teaching (Carver-Thomas, 2018; Ingersoll & Strong, 2011). As perceived, teacher retention is a crucial indicator of the stability and efficacy of educational systems (Toropova et al., 2021).

Moreover, teacher retention has a considerable impact on the efficacy and stability of educational institutions worldwide (Bardach et al., 2022; DeMathews et al., 2022; Ortan et al., 2021). It is crucial to understand the linkages between these aspects to address the issues related to teacher turnover and create an atmosphere that supports teacher well-being and longevity in the profession (Viac & Fraser, 2020; Zewude & Hercz, 2022). Specifically, the satisfaction and commitment of teachers to work in private schools have become prevalent issues due to the regular lack of financial and structural resources necessary to offer competitive salaries or benefits, which makes these factors critical determinants of teacher retention (Tehseen & Hadi, 2015). Teacher retention can be understood through the lens of Herzberg's two-factor theory, which provides a contemporary framework for examining job satisfaction and its impact on employee retention (Wesley, 2024). This theory divides workplace factors into hygiene factors and motivators. Hygiene factors, such as salary, working conditions, and institutional policies, prevent dissatisfaction but do not necessarily increase satisfaction. On the other hand, motivators are intrinsic elements, such as recognition, achievement, and opportunities for professional growth, that drive job satisfaction. In the context of teacher retention, addressing hygiene factors is necessary to reduce turnover, but it is the motivators that foster a deeper sense of fulfillment and commitment, leading to long-term retention. Teachers who experience high levels of motivation from their work are more likely to remain in their positions, even in the face of challenges (Bosso, 2017; Lavery & Dahill-Brown, 2024).

According to research, instructors who feel a strong sense of loyalty to their institution are more likely to devote time and energy to cultivating good connections with co-workers, students, and parents (Snijders et al., 2020). This dedication may help foster a cooperative and supportive school climate, which

significantly impacts student outcomes (Amerstorfer & von Münster-Kistner, 2021; Ortan et al., 2021). Teachers' motivation, engagement, and general well-being have also been strongly correlated with work satisfaction (Skaalvik & Skaalvik, 2017). Teachers who are happy with their jobs are more likely to deliver more successful lessons, are more enthusiastic in the classroom, and have good relationships with their students. In recent years, it has become increasingly important to understand the elements affecting student engagement, work happiness, and teacher retention (Bardach et al., 2022; Dreer, 2021).

According to some research studies, teacher shortages is a global issue, which is why more attention should be paid to teachers' job satisfaction (Toropova et al., 2021). Not only is job satisfaction closely linked to retention, but it also elevates the status of the teaching profession and benefits both teachers and their students (Park & Johnson, 2019). International studies have shown that the main reasons for teacher turnover are the declining reputation of the teaching profession and poor working conditions, with salary being a minor factor in their dissatisfaction (Toropova et al., 2021). This has also been confirmed in a study on teacher attrition in the United States, with teacher attrition at 8% annually. This is significantly higher than in several other high-achieving nations, whose teacher attrition is half this percentage or less. Most of this attrition—more than two-thirds—is caused by factors other than retirement (Carver-Thomas & Darling-Hammond, 2019). An additional 8% of teachers switch schools each year, in addition to those who leave the profession, causing expenses and disturbances at the schools they leave behind. High attrition rates are associated with significant financial expenses. High turnover rates negatively impact the academic performance of both the students in the affected classrooms and other students in the school, adversely affecting student learning. In most places across the United States, there exist shortages in these teaching specialties (Gais et al., 2019). Poor performance and inconsistent results across a range of measures, including student achievement, are caused by high teacher turnover rates (Nguyen & Springer, 2023).

Similarly, an increasing number of Filipino teachers are leaving the Philippines to work abroad. According to the Philippine Overseas Employment Administration (POEA), from 2013 to 2017, an annual average of 1500 Filipino teachers left the country to work abroad (Santos, 2023). Filipino teachers choose to work abroad due to factors such as low salaries, poor working conditions, a lack of job security, and limited opportunities for career advancement (Castro-Palaganas et al., 2017; Evans & Yuan, 2018). High teacher turnover rates have been prevalent in private schools in most provinces of the Philippines because of limited opportunities for teachers (Magulod Jr., 2017). Specifically, this has been observed in a private school in Cebu, Philippines from 2015 to 2024. The high rates of teacher turnover have become a source of significant worry for this school. To shed light on effective practices and interventions that may be implemented to enhance teacher commitment and retention, it is imperative to investigate the relationships among school commitment, job satisfaction, and teacher retention in this school. The findings of this study may help to build

evidence-based policies and practices targeted at enhancing teachers' work environment, school commitment, job satisfaction, and retention to lower the increasing level of teacher turnover in private schools in the Philippines (Sahito & Vaisanen, 2020).

Therefore, this research explored the school commitment, job satisfaction, and retention of teachers in a private school in Cebu, Philippines for the school year 2023 to 2024. The study aimed to address the following objectives:
1. To assess the level of school commitment of the teachers.
2. To assess the level of job satisfaction of the teachers.
3. To assess the degree of teacher retention.
4. To test the relationship between school commitment and job satisfaction.
5. To test the relationship between school commitment and retention.
6. To test the relationship between job satisfaction and retention.

2. Materials and Methods
2.1 Research Design
This research used a descriptive correlational research design to explore the relationship between school commitment, job satisfaction, and teacher retention. Correlational research is a type of research design where two or more variables from the same groups of subjects are used to explore the association between them (Bakdash & Marusich, 2017). The numerical data gathered using the design were analyzed and interpreted using statistical measures to investigate the relationship between the variables. Furthermore, this descriptive correlational method fitted this study since it quantified the strength and direction of the relationship between teacher commitment, job satisfaction, and retention.

2.2 Research Respondents
The respondents of this study were 117 teachers of a private school in Cebu, Philippines, who were chosen using random sampling. These teachers provided salient information on teacher commitment, job satisfaction, and retention. The teachers had commendable performance because they were assessed regularly, which was the basis of promotions and annual salary increases. Moreover, probationary teachers must maintain high standards in teaching and personality because their contracts will be renewed annually. Probationary teachers are those who have served the school for less than three years. Hence, for those who cannot meet the standards set by the school, contracts will no longer be renewed. The distribution of the respondent profile is presented in Table 1.

There were 117 respondents in this study. Most of them were in the age range of 22 to 29 years. The sample comprised mostly female teachers and teachers who had attained a bachelor's degree. It was also notable that most of the respondents had had 1 to 5 years of teaching experience at the time of the study.

Table 1: Profile of the respondents

Profile	f	%
Age		
> 45	10	8.55
38–45	5	4.27
30–37	25	21.37
22–29	77	65.81
Total	**117**	**100.00**
Gender		
Female	73	62.39
Male	44	37.61
Total	**117**	**100.00**
Highest educational attainment		
With doctorate units	1	0.85
Master's graduate	3	2.56
With master's units	40	34.19
Bachelor's degree	73	62.39
Total	**117**	**100.00**
Teaching experience (years)		
> 16	9	7.69
11–15	2	1.71
6–10	21	17.95
1–5	85	72.65
Total	**117**	**100.00**

2.3 Data Collection Tools

This research employed a three-part survey questionnaire (see Appendix 1). Part I elicited information on teacher commitment using the questionnaire developed by Mowday et al. (1979). This part included 15 items that assessed teachers' dedication toward their work and organization using a 4-point Likert scale (4 − s*trongly agree*, 3 – *agree,* 2 – *disagree,* 1 – *strongly disagree*). School commitment was divided into two components: affective commitment, with nine items, and continuance commitment, with six items. Part II was a researcher-made survey questionnaire on teacher job satisfaction. This part had four components: career development, with five items; school climate, with five items; leadership, with five items; and job security, with five items. Respondents had to indicate their response using a 4-point Likert scale (4 – *strongly agree*, 3 – *agree*, 2 − *disagree*, 1 – *strongly disagree*). Part III was a survey questionnaire on teacher retention. This part had four components: compensation, with five items; administrative support, with four items; working conditions, with five items; and professional growth, with five items, to be answered by the respondents using a 4-point Likert scale (4 − *strongly agree*, 3 – *agree*, 2 – *disagree*, 1 – *strongly disagree*).

Some terms were revised in the school commitment survey questionnaire to fit into the study context. The term *organization* was changed to *school* to specify the setting of the questionnaire. Hence, a pilot test was conducted with 20 private school teachers, with a Cronbach alpha of 0.798 attained. Moreover, the job satisfaction and retention questionnaires were developed based on the existing literature on these constructs. The two questionnaires were subjected to face and content validity by presenting them to a group of private school teachers who

provided suggestions to improve the instruments. Similarly, a statistician and experts in the field were consulted for the content validity of the instrument. Moreover, Pearson's *r* was used to test the validity of the questionnaires, showing significant correlations for the items of each construct. Cronbach's alpha was used to test the internal consistency of the indicators measuring the construct, while ensuring a value greater than 0.7 to ensure the instrument's reliability (Taber, 2018). The pilot test results for the job satisfaction constructs were as follows: career development ($\alpha = 0.877$), school climate ($\alpha = 0.864$), leadership ($\alpha = 0.846$), and job security ($\alpha = 0.922$), with a high overall Cronbach alpha ($\alpha = 0.949$). On the other hand, retention had the following alpha values: compensation ($\alpha = 0.910$), administrative support ($\alpha = 0.940$), working conditions ($\alpha = 0.925$), and professional growth ($\alpha = 0.903$), with a high overall Cronbach alpha ($\alpha = 0.964$). This high value indicated a high reliability for the construct being measured. All items of these three questionnaires were retained because they passed the threshold value for Cronbach's alpha.

2.4 Data Collection Process
Before the data gathering process was conducted, we informed the school administrator of the purpose of the study and sought authorization to conduct the research. Upon approval, we set a schedule for the orientation of the prospective respondents of the study. During the orientation, we asked for informed consent before the teachers were allowed to participate in the study. Moreover, they were oriented about their right to withdraw from the research process at any point they felt uncomfortable. A Google form containing the questionnaire was used to gather the data. The respondents were given one week to complete the questionnaire at a convenient time. A spreadsheet was created to retrieve the responses of the respondents. The data gathered were kept with utmost confidentiality and were stored appropriately.

2.5 Data Analysis
The data gathered were processed and treated using SPSS version 25. Frequency counts and percentages were used in the analysis of the demographic profile of the respondents. Weighted mean and standard deviation values were used to describe the level of school commitment, job satisfaction, and teacher retention. The Pearson product-moment correlation coefficient was utilized to examine the relationship between the respondents' school commitment, job satisfaction, and retention. Moreover, the following null hypotheses were tested:

- Ho_1: School commitment is not significantly related to job satisfaction.
- Ho_2: School commitment is not significantly related to retention.
- Ho_3: Job satisfaction is not significantly related to retention.

3. Results
The results of the data gathered on school commitment, job satisfaction, and teacher retention are presented in this section. Furthermore, the test of the hypotheses on the relationship of these variables is also illustrated. Table 2 presents the statistics on the level of school commitment of the respondents with its two components, affective and continuance commitment. The respondents

had a very high level of affective commitment (M = 3.56, SD = 0.51) and a high level of continuance commitment (M = 2.98, SD = 0.76).

Table 2: Statistics on respondents' level of school commitment

Component	WM	SD	Verbal description
Affective commitment	3.56	0.51	Very high
Continuance commitment	2.98	0.76	High
Mean	**3.27**		Very high
Standard deviation		**0.64**	

Table 3 presents a summary of the statistics on the level of the respondents' job satisfaction. In general, the respondents reported to be very highly satisfied (M = 3.27, SD = 0.60) with their job. Notably, school climate earned the highest mean (M = 3.47, SD = 0.54), followed by career development (M = 3.41, SD = 0.56). These statistics indicate that the respondents had a very high level of satisfaction in these areas. On the other hand, the statistics for job security (M = 3.13, SD = 0.62) and leadership (M = 3.07, SD = 0.67) suggest that the respondents were highly satisfied in these areas.

Table 3: Statistics on respondents' level of job satisfaction

Component	WM	SD	Verbal description
Career development	3.41	0.56	Very high
School climate	3.47	0.54	Very high
Leadership	3.07	0.67	High
Job security	3.13	0.62	High
Mean	**3.27**		Very high
Standard deviation		**0.60**	

Table 4 presents the statistics related to the degree of teacher retention in terms of compensation, administrative support, working conditions, and professional growth. Among the four teacher retention components, working conditions had the highest mean (M = 3.40, SD = 0.57), indicating that respondents considered it very highly in their decision to stay at the school. In addition, among these factors, only working conditions had a very high level of consideration by the respondents when deciding to stay. Conversely, the other components had only a high degree of consideration, specifically compensation (M = 3.10, SD = 0.68), administrative support (M = 2.97, SD = 0.66), and professional growth (M = 3.15, SD = 0.59). Generally, the identified components had a high degree of consideration (M = 3.16, SD = 0.63) among respondents in terms of retention.

Table 4: Statistics on the degree of teacher retention

Component	WM	SD	Verbal description
Compensation	3.10	0.68	High
Administrative support	2.97	0.66	High
Working conditions	3.40	0.57	Very high
Professional growth	3.15	0.59	High
Mean	**3.16**		High
Standard deviation		**0.63**	

Table 5 shows the results of the correlation analysis between school commitment, job satisfaction, and retention. The Pearson r values reveal that the paired variables are significantly related, notably school commitment and job satisfaction ($r = 0.536$, $p < 0.001$), school commitment and retention ($r = 0.472$, $p < 0.001$), and job satisfaction and retention ($r = 0.812$, $p < 0.001$).

Table 5: Correlation analysis results

Variables	r value	Strength of correlation	p value	Decision	Remark
School commitment and job satisfaction	0.536**	Moderate positive	0.000	Reject Ho	Significant
School commitment and retention	0.472**	Weak positive	0.000	Reject Ho	Significant
Job satisfaction and retention	0.812**	Strong positive	0.000	Reject Ho	Significant

**significant at p < 0.05 (two-tailed)

4. Discussion

The results of the data gathered show that the respondents had a very high level of school commitment, signifying that they were very willing to support the achievement of the school's mission and vision. The respondents' very high level of commitment to serve can reflect their limited teaching experience and age (Berger & Lê Van, 2019; Bressman et al., 2018). Notably, most of these respondents were neophytes in teaching and had little experience in their profession. Hence, the inadequate exposure of the respondents to different working experiences limits the comparison of their experience in a perceived suitable working environment (Toropova et al., 2021). A teacher's commitment to their school encompasses a strong dedication and sense of responsibility toward the institution, its students, colleagues, and the educational community. A committed teacher prioritizes their students' success and well-being by investing time and effort to understand each student's strengths and weaknesses. Highly committed teachers have a high level of professionalism in their work and uphold school policies and regulations (Shapira-Lishchinsky, 2020).

The respondents considered their work as their source of income, which is why they committed themselves to the school to avoid losing their job. The high level of respondents' continuance commitment suggests that they tended to stay with the institution because they felt they had no better alternatives or feared the potential negative consequences of leaving their workplace. It might be that they felt that they had already invested much of their effort and time in establishing their career with the institution, making them reluctant to start a new job (Mwesigwa et al., 2020).

Likewise, the respondents' very high level of satisfaction in terms of their career development indicates that they felt they were given tasks that would enhance their knowledge and skills integrated with the school's core values. Moreover, they had been exposed to training and seminars that offered them additional opportunities to enhance their instructional skills and were supported in their

pursuit of higher studies. School administrators must value the career development of their teachers. This will equip the teachers with enhanced knowledge, skills, and competencies, enabling them to deliver high-quality instruction and support student learning effectively. In addition, it provides teachers with opportunities to pursue their passion for teaching and excel in their chosen profession. In this way, they can discover innovative strategies to meet diverse student needs and create an engaging learning environment (Saat et al., 2021).

Interestingly, the respondents' very high level of satisfaction in terms of school climate suggests that the school is committed to meeting teacher expectations, which can enhance their motivation to perform well and increase their dedication toward their work. Teachers in various institutions will always consider their working climate as an important criterion and indicator of job satisfaction as it provides the kind of environment that they have to deal with while working (Türker & Kahraman, 2021). Notably, the respondents were very satisfied with how the students, staff, and colleagues treated them. A positive school climate is necessary to reduce teacher stress and burnout because it will provide a harmonious working environment, which is vital for retaining experienced and skilled teachers. This condition also promotes positive teacher–student relationships, which leads to a more pleasant classroom environment and improved interaction among the students (Hu et al., 2019). In addition, it will enhance teacher well-being, enabling them to give their best in the classroom. Therefore, teachers who experience positive working conditions can work and manage their well-being effectively, which will promote teacher retention (Dreer, 2021).

The respondents felt that the type of leadership exhibited by their school administrators was within their expectations and sensitive to their rights and needs. The school administrators were able to look into the individual differences of their teachers, which made them utilize leadership approaches suitable to their employees (Ismail et al., 2020). In addition, the type of leadership exhibited in school can significantly impact teachers' job satisfaction. Different leadership styles can create varying working environments, affecting teachers' attitudes toward their work (Anastasiou & Garametsi, 2021; Ford et al., 2019). Aside from school leadership, the type of job security a school can offer is an indicator of teacher job satisfaction. This factor cannot be discounted because every employee considers the extent of security that their job can offer them. Notably, the respondents claimed to be highly satisfied with the kind of job security that the school offered them. Taheri et al. (2020) stressed that every employee wants to be secure in the future while working at an institution. Job security promotes a positive work environment where employees feel valued and appreciated, fostering a sense of loyalty and commitment to the institution (Ndlovu et al., 2021). If teachers feel secure, they are more motivated to work harder, contribute positively to the school's goals, and perform their tasks more effectively. Since the respondents had a high level of satisfaction in terms of their job security, they are expected to return the favor to their school (Özgenel & Mert, 2019). Teachers who are highly satisfied with their job have lower stress

levels and are less likely to experience burnout or health-related issues compared to those who encounter many challenges in their workplace (Gregersen et al., 2021; Solanki & Mandaviya, 2021). Maslow's hierarchy of needs justifies the teacher's level of job satisfaction as the theory posits that job satisfaction is influenced by how well the needs are progressively fulfilled (Chirchir, 2016). In this study, respondents felt that their basic and higher order needs were very well addressed by the school, resulting in them being very highly satisfied.

One of the important aspects that every school needs to consider is the degree of retention of their teachers. A school with a high level of teacher retention is a clear indication of a well-balanced school leadership. However, this is always subject to the different factors influencing teacher retention. In this study, compensation, administrative support, working conditions, and professional growth are considered factors that possibly affect teacher retention. The results reveal that teacher compensation has a high degree of influence on teachers' decision whether to stay at or leave the school. Adequate compensation provides teachers with financial stability, enabling them to meet their basic needs and support their families. If the school can provide competitive compensation to their teachers, this will serve to manifest their recognition of the teacher's value and their appreciation toward the teacher's contribution to their school. Teachers can then feel valued and appreciated, fostering their sense of pride and job satisfaction. This enhances their commitment to their work and reduces their chances of considering obtaining an alternative source of income to sustain their needs (Ngwenya, 2021). Lastly, a fair and competitive compensation is fundamental in creating an environment that attracts and retains dedicated and qualified teachers (Dorji et al., 2019).

Similarly, the results show that administrative support has a high degree of influence on teacher retention. Teachers who feel supported by the administrators are more likely to remain at the school longer than those who do not feel supported (Aldosiry, 2022). If teachers feel that the administrators understand their roles in school and support them, they tend to stay longer. Their job is more fulfilling if their leaders support them because it signifies that the leadership believes in their capabilities and skills to perform the job effectively. Hence, administrative support plays an important role in teacher retention because when teachers receive full support from the administrators, it can positively impact their job satisfaction and commitment to their work. Administrators who recognize the teacher's contribution to the school by acknowledging their efforts and accomplishments promote a positive working environment and supportive work culture (Billingsley et al., 2020; van Lankveld et al., 2021).

A positive atmosphere among colleagues also fosters a positive school culture and impacts the teacher's decision to stay at the school because it can positively impact the teacher's attitude at work. The respondents' perception of the strong influence of working conditions on their retention implies that they considered the kind of environment in their decision to stay in or leave their teaching

position at the school. On the other hand, a supportive working environment that encourages positive relationships, open communication, and mutual respect reduces feelings of isolation among teachers (Amerstorfer & von Münster-Kistner, 2021; de Cordova et al., 2019). Moreover, a sense of belongingness among members of the school can foster camaraderie within the school community (Osterman, 2023). Aside from that, schools must prioritize the professional growth of the teachers. In this study, the respondents claimed that the school administrators regularly conducted seminars and training for the professional development of the teachers. In addition, the school offered mentorship programs for neophyte teachers to assist them with their academic responsibilities in school and to familiarize them with the school culture practiced by the institution so that they can easily adjust themselves to the school system. Mentorship for teachers also provides positive reinforcement for the new teachers who are struggling with the system of their workplace (Kutsyuruba et al., 2019; Pomerance & Walsh, 2020). Social exchange theory explains the findings on teacher retention made in this study. The theory posits that relationships such as those between the employees and the organization are built on reciprocal exchanges of benefits and obligations. In the context of teacher retention, the theory suggests that teachers remain at the school when they perceive that the benefits they receive from the school are equitable to the effort, loyalty, and commitment they contribute (Tamghe, 2019).

The study finding showing the significant relationship between school commitment and job satisfaction is supported by previous research (Batugal & Tindowen, 2019; Velasco & Baer, 2022), which found that teachers' professional commitment is significantly related to their job satisfaction. Teachers with a high level of professional commitment are motivated to perform their duties and responsibilities well in school. Highly committed teachers invest their time and effort in planning engaging lessons, adapting teaching strategies to meet the very diverse needs of the students, and complying with the school requirements, which can be translated to successful student learning outcomes (Page et al., 2021; Räsänen et al., 2020). On the other hand, the finding that school commitment is significantly related to teacher retention agrees with the study of Grant et al. (2019), which found that the teacher's intention to stay at the school is related to their commitment to their profession. This reflects that the level of commitment of teachers to continue serving the school determines their willingness to either continue at or leave their school. Teacher commitment is a significant factor that schools should cultivate in their teachers because it can address the issue of teacher retention. Committed teachers are driven by the passion to serve the school, which can foster the stability and continuity of educational services within the school (Owan et al., 2022). Therefore, educational institutions must recognize the teacher's role in maintaining a high-quality education that schools may offer to their students. Prioritizing teacher commitment can create sustainable educational institutions and develop prestige in the educational sector because schools will be equipped with a pool of teachers who are competent and well experienced in their respective fields (Abbas et al., 2021).

Similarly, the finding that job satisfaction influences teacher retention is supported by the study of Horrison-Collier (2013), who found that teachers decide to remain in their teaching position when they are satisfied with their working conditions. On the other hand, Kelly et al. (2019) found a strong association between teachers' intention to leave their profession and their job dissatisfaction. Teachers who are highly satisfied with their job have a strong desire to continue with their profession. Hence, it is vital that educational institutions provide a very supportive working environment to teachers so that they can maximize their performance and provide opportunities for professional growth. Providing the necessary support and recognition toward teachers' work and achievement can boost their satisfaction level and commitment to continue serving their institution (Djaelani et al., 2021). The findings of this study thus confirm those of previous studies exploring teachers' school commitment, job satisfaction, and retention in different settings. Therefore, in the Philippine setting, these aspects also play an integral part in promoting teacher retention.

5. Conclusion and Recommendations

This study explored private school teachers' commitment, job satisfaction, and retention and the relationships between these variables. Based on the findings, the study revealed a significant correlation between school commitment, job satisfaction, and retention among young teachers with early career experiences. The combination of teachers' school commitment and job satisfaction significantly contributes to their retention, which is important in shaping their professional growth. Factors such as the teacher's satisfaction with their career development, the school climate, leadership, and job security contribute to their commitment, which enhances their daily job experiences. These positive experiences in the profession can instill a sense of belonging and purpose, which is significant for long-term retention, thus contributing to a stable and experienced teacher workforce. Fair and just compensation, supportive administration, favourable working conditions, and opportunities for professional growth can be strategic priorities for schools to foster long-term engagement and reduce teacher turnover rates. Moreover, this study provides an avenue for future researchers to delve deeper into specific aspects of teachers' work environment that most significantly impact their satisfaction and retention. Furthermore, the results imply that teachers who have a strong sense of commitment are more likely to find fulfillment in their work, which directly enhances their job satisfaction and willingness to stay at their school. The relationship between these variables further suggests that the school must focus on fostering a supportive and engaging environment that strengthens teachers' emotional and professional ties to the institution. A comprehensive understanding of these nuances can provide insights to private school administrators in designing interventions that are geared toward supporting teachers throughout their careers to achieve sustainable commitment and professional fulfillment. Therefore, recognizing and addressing these needs will sustain educational institutions' goal to provide a high-quality education to the youth in the Philippines because the teachers are keen on achieving these goals.

6. Limitations of the Study

The authors of this study acknowledge the following limitations of the study:

1. The study was conducted in the specific context of a single Philippine private school, which may limit the generalizability of the findings to other schools, regions, or countries.
2. The research design captured the data at a single point in time. This limits the ability to draw causal inferences about the relationship between job satisfaction, commitment, and retention. Longitudinal studies would provide more robust evidence of causality.
3. The study relied on self-reported measures of job satisfaction, commitment, and retention intentions, which may be subject to social desirability bias and inaccurate self-assessment.
4. While the study focused on job satisfaction and commitment, other factors influencing teacher retention, such as external economic conditions, personal life circumstances, and broader organizational policies, were not considered.

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Appendix 1

SURVEY QUESTIONNAIRE FOR TEACHERS

I. PROFILE

Directions: Please put a check (/) mark on the space provided before the detail which corresponds to your profile. If your answer does not fall in any of the choices, please write the specific information on the blank.

Age:
_____> 45
_____38-45
_____30-37
_____22-29

Gender:
_____Male
_____Female

Highest Educational Attainment:

_____Doctorate Graduate

_____With Doctorate units

_____Master's Graduate

_____With Master's units

_____Bachelor's Degree

Number of Years of Teaching:

_____16 and above

_____ 11 – 15

_____ 6 – 10

_____ 1 – 5

II. SCHOOL COMMITMENT SURVEY

Directions: This inventory consists of statements describing your commitment to your work and school. Please check (/) the appropriate level of your agreement towards the statements. There is no right or wrong answers. Please rate each statement based on its truthfulness on you.

Legend:

        4 – Strongly Agree   2 – Disagree

        3 –Agree   1 – Strongly Disagree

S/N	INDICATORS	4	3	2	1
1.	I am willing to exert a great deal of effort beyond what is normally expected of me in order to help my school successful.				
2.	I talk about this school to my friends as a great school to work for.				
3.	I feel that I have very little loyalty to the school. (R)				
4.	I will accept almost any type of job assignment in order to be of greater service to this school.				
5.	I find that my values and the school's values are similar.				
6.	I am proud to tell other people that I am part of this school.				
7.	I can just work for a different school as long as the type of workload is similar. (R)				
8.	This school really inspires the very best in me in terms of job performance.				
9.	Leaving this school can cause very little to no change at all in my present circumstances. (R)				
10.	I am extremely glad that I chose this school to work for over others I was considering at the time I joined.				
11.	There is not too much to be gained by sticking to this school indefinitely. (R)				
12.	I often find it difficult to agree with this school's policies on important matters relating to its employees. (R)				
13.	I really care about the fate of this school.				
14.	For me, this is the best among all possible organizations to work for.				
15.	Deciding to work in this school has been a definite mistake on my part. (R)				

Note: Affective Commitment-statement nos. 1,2,4,5,6,8,10,13,14

      Continuance Commitment-statement nos. 3,7,9,11,12,15

III. JOB SATISFACTION SURVEY

Directions: This inventory consists of statements describing your satisfaction towards your work. Please check (/) the appropriate level of your agreement

towards the statements. There is no right or wrong answers. Please rate each statement on its truthfulness on you.

Legend:

4 – Strongly Agree	2 – Disagree
3 –Agree	1 – Strongly Disagree

S/N	INDICATORS	4	3	2	1
	A. CAREER DEVELOPMENT				
1.	The job requires high skills, knowledge, and infusion of the school's core values.				
2.	The job gives the opportunity for career enhancement/advancement.				
3.	The job increases my responsibility and commitment.				
4.	The job is based on my personal judgment and critical thinking.				
5.	I do not feel stagnated in teaching profession.				
6.	The school sends teachers to trainings and seminars.				
7.	The school supports the teachers who pursue higher studies.				
	B. SCHOOL CLIMATE				
8.	The job is not repetitive and dull.				
9.	The job is interesting and challenging.				
10.	I am satisfied with the way my school's students treat me.				
11.	I am satisfied with the way my colleagues and other staff members treat me.				
12.	Teachers in my school are highly motivated.				
13.	The teachers practice collaboration in performing their responsibilities.				
14.	My colleagues support me with my responsibilities in school.				
	C. LEADERSHIP				
15.	It is easy to approach my school principal and share any issue with her.				

		4	3	2	1
16.	The management of the school is highly considerate and supportive towards teachers.				
17.	The job is determined by management.				
18.	The school considers the teachers' feedback in implementing policies and regulations.				
19.	The school recognizes achievement of the teachers through promotion and salary adjustments.				
D. JOB SECURITY					
20.	The job achieves my short and long term goals.				
21.	I am satisfied with the recruitment and exit policy of my school.				
22.	My school has a contingency plan for the retirement of teachers.				
23.	My school provides competent salary and benefits.				
24.	My school values the importance of teachers as their collaborators in providing education to students.				

IV. TEACHER'S RETENTION SURVEY

Directions: This inventory consists of statements describing the factors why teachers prefer to stay in their job. Please check (/) the appropriate level of your agreement to the following statements. There is no right or wrong answers. Please rate each statement on its truthfulness on you.

Legend:

4 – Strongly Agree   2 – Disagree
3 –Agree   1 – Strongly Disagree

S/N	INDICATORS	4	3	2	1
A. COMPENSATION					
1.	Though I fully commit myself as a co-parent, I am also well-compensated in my job.				
2.	I have a high feeling of security in my current job.				

3.	I feel valued as I received reasonable employment perks.				
4.	My efforts are well-appreciated in good time.				
5.	I am motivated to work better due to the generous incentives.				
B. ADMINISTRATIVE SUPPORT					
6.	Understanding and support from administrators are evident.				
7.	Taking teacher input/feedback in making decisions is well-taken.				
8.	Recognition of the extra school roles and additional responsibilities taken by the teacher.				
9.	Rapport of the principal with teachers is observed.				
10.	There is a sound teacher retention policy.				
C. WORKING CONDITIONS					
11.	Academic capacity and soundness of students are observable.				
12.	Friendly and supportive school culture is evident.				
13.	Availability of technological aids in teaching is observed.				
14.	Teacher-friendly policies are well-articulated.				
15.	The charism and ambiance of the school keep me stay and continue to serve the Lord with joy.				
D. PROFESSIONAL GROWTH					
16.	There is a mentorship program for new and old teachers.				
17.	There are regular opportunities for professional development training for teachers.				
18.	I can constantly feel the nobility of the teaching profession in my school.				
19.	Teacher independence in executing decisions is observed.				
20.	Teacher reinforcement and recognition are observed in good time.				