

THE INFLUENCE of Administrative Support and Work Engagement on Teacher Retention in Private SCHOOLS

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ABSTRACT

This study determined the influence of administrative support and work engagement toward teacher retention in selected private academic institutions in Davao City. A quantitative descriptive correlational design was utilized in this study to investigate the relationship between the three variables. All full-time Basic Education teachers from selected private schools were chosen as respondents employing purposive sampling. The responses from the validated adapted research instruments on administrative support, work engagement, and teacher retention were used as primary sources of data for the study. The statistical tools used to analyze the data were mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis. This study revealed that there was a high teacher retention level in private schools while the levels of administrative support and work engagement were high. Further, there was a significant positive, strong correlation between administrative support and teacher retention and between work engagement and teacher retention. Furthermore, the combined influence of administrative support and work engagement towards teacher retention was significant, with administrative support having a greater influence than work engagement. Moreover, these results implied a need to increase the level of administrative support and work engagement, especially the latter, to increase teacher retention in private schools.

KEYWORDS: *Education, administrative support, work engagement, teacher retention, educational management, descriptive correlation, Philippines*

INTRODUCTION

Teacher retention is an ongoing issue in the field of education. Every

year, an increasing population of educators choose to relocate to other branches or schools or to leave the job entirely. Based on a 2014 report published by the National Center for Education Statistics (NCES), 9.0 percent of public school teachers and 20 percent of private school teachers surveyed reported leaving the profession during the first three years (Goldring & Riddles, 2014). As cited in the study of Smithers and Robinson (2003), teachers mentioned multiple contributing factors for leaving the teaching profession. The amount of work, struggles, school environment, money, the absence of leadership or administrative support, and individual situations are the common causes that hinder educators from staying in their current jobs. Among those critical factors, workload obtained the highest effect on low teacher retention rates, while compensation had the least. As cited in Cooper-Gibson Research (2018), for other instructors, there had been a particular turning point, for example, a teaching performance issue that prompted the senior leadership team to become involved, a feeling of undervaluation following the identification of a problem or a particular student-parent/guardian conduct episode.

In the Philippines, the catastrophic nature of low teacher retention has been attributed to the high costs school administrators incur when several teachers depart within a short time frame. Nevertheless, the escalating number of teachers who do not stay in their current institution affected not only the government and administration but also the students. Even the guardians and parents reported feeling more anxious and less trusting of institutions after many teachers in the schools where their kids were enrolled quit their jobs. Additionally, the school administration ought to review its benefits and incentive programs to increase teacher retention rates (Ortega-Dela Cruz, 2016). Siegbert (2020) also studied compensation benefits and rewards as predictors of retention among teachers of Chinese schools in the Southern Philippines.

In the local setting, there has been a noticeable decline in teacher retention rates in Davao City's private schools over the last few years. They are likely to move from their current place of employment to public schools, which provide higher income and more enticing incentives, paving the way for educators' migration to become a significant national concern for the private sector (Alcontin & Adarlo, 2018). Correspondingly, many reasons contribute to low teacher retention. The education community's professionals are already aware of this issue. These can be split into some categories, ranging from the individual's psychological and personal characteristics to departmental policies, leadership standards, and student behavior (Mason & Matas, 2015).

On the topic at hand, a thorough review of current studies revealed and showed several gaps the researcher sought to fill in. One of these studies was

conducted by Mwenda and Mgomzulu (2018), which focused on not having enough compensation or incentives as a factor that contributed to low teacher retention rates. A study conducted by Thibodeaux (2014) focused on how leadership styles and practices impact or affect teacher retention. Furthermore, another study conducted by Pitpit (2020) also focused on having novice teachers as part of their studies and principals or school leaders as participants. The abovementioned research included the practices of school principals on instructional leadership in elementary schools as one of its variables. To specifically encourage new teachers to stay in the field, it focused on the instructional leadership techniques used by school administrators or heads of schools. Moreover, studies that were found with almost the same variables were conducted in the international context (Yarbrough, 2021).

In line with this, the relevant studies on administrative support and work engagement were regarded as the variables that were lacking in this context when determining the degree of teacher retention in Davao City's private schools. There were limited related studies and literature on administrative support and work engagement that had been read, retrieved, and reviewed. Most of these studies were explored using the qualitative approach. This study is relevant and different from the study of Thibodeaux (2014) with the title *The Effects of Leadership and High-Stakes Testing on the Retention of Teachers*, for it solely focused on whether the behaviors of the principal leave an impact on teachers' intent to remain in the teaching profession, notwithstanding the efforts of private schools in offering rewards and initiatives for faculty development to encourage the teachers to retain or stay longer in the institution. It does not contribute to improving the yearly low teacher retention rates.

From this point of view, the researcher was driven to conduct the study to increase the academic leaders' awareness of private schools and other administrations about the significance of work engagement and administrative support in determining teacher retention. The researcher anticipated that an alternative perspective on administrative support would be welcomed by concentrating on different facets of instructional improvement, feedback, discourse, reflection and growth, and anxiety management as the foundation for developing a supervisory program to enhance teacher retention rather than on years of employment and academic credentials. This quantitative study indicates that teachers decide to stay in their current positions for several reasons.

Theoretical Lens

The study was anchored on the Theory of Maslow's Hierarchy of Needs by Maslow (1954) and the Self-Determination Theory (SDT) of Work

Engagement by Deci and Ryan (1980). This psychological motivation theory, known as Maslow's theory of the hierarchy of needs, is based on a five-level model of human needs that is often represented as levels in a pyramid. According to Maslow's Hierarchy of Needs Theory, published in 1954, a person's motivation is determined by how they meet their most fundamental human needs. According to the theory, a person cannot reach a higher level that satisfies psychological needs and leads to a state of self-actualization or fulfillment until specific basic needs are met. Motivation increases during the self-fulfillment stage as needs are met. However, motivation begins to decline when needs are unmet or realized.

Teachers may feel a sense of community, self-worth, and belonging if teacher retention increases dramatically in academic institutions. In rural areas, this factor was much more prevalent (Silverman, 2005). The principle above is consistent with Maslow's theory (1954), emphasizing the need to meet fundamental psychological and self-fulfillment needs to enhance and increase teacher retention.

In the context of the study, everyone can move up the hierarchy of needs; doing so is frequently hampered by a lack of prerequisites at lower levels. This is also how the theory relates to teacher retention. This study aims to determine what variables influence teacher retention in Davao City's private schools and explore potential solutions. If basic needs like warmth and rest still need to be met, educators will need help to get past this barrier and create the connections necessary to build a strong sense of belonging. As this study was designed to improve teacher retention in a specific school district, it would take a theoretical approach by considering Maslow's (1954) Hierarchy of Needs. It would use that approach to examine the specific needs of teachers in the private schools in Davao City.

Additionally, Deci and Ryan (1985) formalized the Self-Determination Theory of Work Engagement to study employee motivational elements in the middle of the 1980s. Deci and Ryan carefully created the SDT, which has been applied to study employee engagement in corporate and academic settings. Self-directed behavior, or SDT, is the fundamental or intrinsic tendency to behave positively and healthfully. Furthermore, there was a connection between employee engagement and human behaviors, the SDT, and the core of work engagement. The degree to which an individual can influence goals and activities determines their engagement level at work. Given that, an employee's behavior plays a significant role in determining their willingness to demonstrate actions on a personal and professional level, disengagement and personal involvement was also linked to the SDT. The level of engagement that workers

have at work affects a company's productivity.

In this premise, engaging work engagement tactics led to higher levels of work engagement, client satisfaction, productivity, and profitability (Blattner & Walter, 2015) and lower levels of staff turnover and accidents (Bowen, 2016). In an educational setting, teachers or educators become more engaged with their work when they are supported and encouraged in all aspects (Smith & Courtright, 2014). Encouragement from co-workers and superiors may be helpful as they make a well-informed decision about whether to remain in the workplace.

Within the academic setting, this theory supported educational leaders or administrators in general comprehending the relationship between teacher retention and work engagement. This theory would highlight how teachers' nurturing strategies and work engagement could support or reinforce their decision to stay in their establishment for education.

METHODS

Research Design

The researcher employed a quantitative research design, more precisely, a descriptive correlational design. Williams (2007) asserted that quantitative research is utilized in response to relational queries of the research's variables. The researcher searched for predictions and explanations from different sources and places. The objectives were to develop connections and establish, verify, or validate broad generalizations that supported the theory. Labaree (2009) emphasized that another main goal of quantitative research was gathering information that could be quantified and statistically analyzed to confirm or deny opposing claims about knowledge. It also usually involved numerical data, and the researcher used mathematical models as the foundation for their data analysis methodology. On the other hand, research studies that seek to establish the relationship between various variables and provide static images of situations employ the descriptive correlational design (McBurney & White, 2009). Correlational research looks at two variables to see how they relate: height and weight.

Additionally, Golafshani (2003) underscored that the analysis of data and statistics that were already available helped the researcher become more familiar with the particular issue or ideas that needed to be assessed and may have aided in creating testable hypotheses. A paradigm that prioritized facts and behavioral explanations permitted information summarization, used arithmetic to assess data, and used statistical language to communicate findings, including quantitative research.

Conversely, data that had been analyzed to emphasize the salient features of data collected or employed in a study was referred to as descriptive statistics (Fowler, 2013). They gave researchers summaries and other pertinent data regarding the study's samples and metrics. Also, specific patterns that made the information more accessible for researchers to understand and interpret frequently appeared when using descriptive data. The statistical data can be implemented in other research projects or used independently. Only descriptive statistics were appropriate in some study situations because of the large sample sizes and complex data sets. Additionally, Hancourt (2016) went into more detail about the methodology used to evaluate the relationship between the two variables through correlation. Its main goal was to look for correlations between the same variables in two populations or between the same variables in two different populations.

This study used a quantitative design to quantify the data collected from the teacher respondents. This design was appropriate for the study since it allowed the researcher to gain information and insights on the influence of administrative support, work engagement, and teacher retention. In addition, using a descriptive correlational design, the strength and direction of the relationships between work engagement and teacher retention and administrative support and retention were also investigated. Most of all, this allowed the researcher to determine whether there is a positive or a negative correlation between administrative support, work engagement, and teacher retention.

Place of the Study

The study was conducted in selected private schools in Davao City, Philippines. Davao City is among the most urbanized cities in Mindanao. In terms of total population, Davao is the largest city in the Philippines, spanning 2,444 square kilometers of land. As of 2022, the metro area has 1,908,000 residents, a 2.25 percent increase from 2021. There are three congressional districts following the eleven administrative districts.

The participating schools, A, B, C, D, E, and F, are in District 1, Davao City. Specifically located on Jacinto Street in Davao City, School A comprises elementary, junior high, and senior high education departments. It is a school with almost 40 students enrolled in each grade level and has an overall populace of more than 20 teachers in all departments. On the other hand, participating School B, which has elementary, junior high, senior high, and college departments, is situated in Green Meadows, Mintal, Davao City. It has a more extensive student and teacher population. It has a total population of more than 40 teachers in all departments. Situated in Barangay Cabantian, School C

accommodates the Elementary, Junior High, and Senior High School departments and has a larger student body than School A's. In all departments, over thirty teachers are working there.

Notably, School D is smaller than School A in terms of both students and faculty. It comprises departments for Elementary, Junior High, and Senior High School. With departments for Elementary, Junior High, and Senior High School and more than 20 teachers overall across all departments, School E is located in Madapo Hills, Davao City. School F is situated in Agro, Davao City, with Elementary, Junior High School, and Senior High School Departments with a population of more than 20 teachers in all departments. Additionally, because many of the teachers at the chosen schools satisfied the requirements for the selection criteria, the researcher purposefully conducted the study among the aforementioned private schools in Davao City.

Respondents

The respondents were the 120 teachers in the Basic Education Department of six chosen private schools in Davao City. The sample size was computed using a Raosoft calculator set with a 5 percent margin of error, 95 percent confidence level, and 50 percent response distribution. A purposive sampling, specifically total population sampling, was used, considering that several private school teachers in the Davao Region were affected by the layoffs during the pandemic. The total enumeration sampling technique was used to study the whole population of interest. Because biased sample selection is eliminated, it reduces guesswork and allows the researcher to paint a more complete picture. In addition, all the respondents, regardless of age, were employed as full-time educators at the private school and had at least two years of experience. This study excluded the teachers in the academic institution for less than two years, non-teaching personnel, college department's faculty, and non-teaching staff because their instructional and supervision dynamics are very different from those of the Basic Education Department's teaching staff.

Statistical Tools

The researcher utilized the mean, standard deviation, Pearson product-moment correlation coefficient or Pearson r , and multiple regression analysis for data analysis to come up with a valid and reliable study and interpretation of the data. Mean was used to measure the levels of administrative support, teachers' work engagement, and teacher retention in schools A, B, C, D, E, and F. Standard Deviation was used to measure the degree to which the data values vary or are dispersed. The results or data points are closely clustered

when the standard deviation is low, and they are outside of the mean range when it is high. Pearson Product-Moment Correlation Coefficient or Pearson r was used to see if there was any correlation or significant relationship between administrative support and teacher retention. The same statistical tool was also utilized to determine whether or not there was any correlation at all between work engagement and teacher retention. **Multiple Regression Analysis** was used to determine which independent variables, administrative support and work engagement, would have the biggest effects on the dependent variable, teacher retention.

RESULTS

Level of Administrative Support to Teachers

Table 1 shows the level of administrative support to teachers has an overall mean of 4.04, which is described as high. This means that administrative support for teachers is oftentimes demonstrated. It implies that giving teachers administrative support will enhance their teaching capability and introduce them to suitable pedagogies, methods, or styles. Additionally, by putting more emphasis on teacher growth than teacher compliance, administrative support for teachers fosters their personal development. The whole school climate is positively impacted by administrative support for teachers. The respondents' ratings are distributed around the mean, as the overall standard deviation at .73 is likewise less than one.

Table 1
Level of Administrative Support to Teachers

Indicators	Mean	SD	Description
Instructional Improvement	4.01	.83	High
Feedback	4.06	.83	High
Discourse	4.11	.81	High
Reflection and Growth	3.98	.78	High
Anxiety Management	4.04	.76	High
Overall Mean	4.04	.73	High

The indicator with the highest mean is discourse. This category has achieved a high category mean rating of 4.11, meaning discourse is often demonstrated. The mean ratings of this indicator ranged from 3.86 to 3.95. This result is contrary to the study of Methner (2013), which found that teachers'

assessments of administrators' contributions to open dialogue in the classroom and the nature of their interactions with them were moderate. In addition, Methner's research similarly indicates that teachers' perceptions of discourse were moderate compared to the high ratings for the other four administrative support aspects. As accentuated by Bloor and Bloor (2013), the context, background knowledge, or information conveyed between a speaker and hearer can all be essential factors in the study of discourse.

Meanwhile, the indicators with the lowest mean are reflection and growth. The means of this indicator ability ranged from 3.95 to 4.01. The category mean is 3.98, meaning reflection and growth are often demonstrated. This result agrees with the findings of the study by Pardo and Téllez (2015), which revealed that reflection is important for increasing teachers' knowledge of their own professional and personal growth, for fostering a reflective learning environment, and for promoting a healthy emotional state. It revealed that a high level of teacher growth promotes a healthier and more productive state. In addition, Methner (2013) also found that teachers had a strong perception of reflection and growth. He clarified that it is possible to either prevent or promote introspection and growth at work. By critically questioning, reflecting on what they have learned, and implementing adjustments into their practice, educators who engage in critical reflection close the gap between theory and practice (Russell, 2018).

Level of Work Engagement of Teachers

Table 2 displays the level of work engagement of teachers showing an overall mean of 4.08 described as high which means that the work engagement of teachers is oftentimes manifested. This indicates that educators are strong, engaged, and energized in the work they do daily. In addition, teachers look forward to going to work when they wake up and work for extended periods. Teachers also look forward to starting work early in the morning and working long hours. The total standard deviation of .52, which is less than one, suggests that the ratings are clustered near the mean.

Table 2
Level of Work Engagement of Teachers

Indicators	Mean	SD	Description
Vigor	3.99	.56	High
Dedication	4.34	.61	Very High
Absorption	3.90	.61	High

Overall Mean	4.08	.52	High
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The indicator with the highest mean is dedication. This category has achieved the high category mean rating of 4.34, which means that dedication is always manifested. The mean ratings of this indicator ranged from 4.26 to 4.44. This result is consistent with the study by Cezar et al. (2014), which highlighted the necessity for instructors to put in a high level of effort at work as a result of the implementation of outcomes-based education, which had the greatest impact on instruction. Similarly, the findings support the findings of a study by Lu et al. (2014) that emphasized high engagement in one's work as well as a sense of purpose, inspiration, pride, and challenge. Also, this finding is in congruence with the view of Maisyuri and Ariyanto (2021), dedication is a positive attitude that employees have when working, proud of the work completed and the firm they work for, and continuing to be motivated and diligent to the end at the company without feeling threatened by the problems they encounter. Meanwhile, the indicator with the lowest mean is absorption. The means of this indicator ability ranged from 3.45 to 4.25 The category mean is 3.90 which means that absorption is oftentimes manifested. The result also strengthened the contention of Cezar et al. (2014) which emphasized that employees' immersion in their work demonstrates a high level. This suggests that they have given their clients' well-being their wholehearted attention. They made an effort to become proactive, capable members of the organization who can effectively manage their time. Likewise, this finding is consistent with the findings of Gera et al. (2019), who stated that absorption refers to working for an Institute while engrossed in work, joyfully performing at work, and forgetting everything when they are at work. Added on, Bakker et al. (2011) accentuated that absorption is described as an intellectual setting in which a person is engaged with and wholly focused on their activity. Furthermore, absorption is defined as being completely rigorous and, fortunately, absorbed in a person's activity, in which time is spent quickly. Undoubtedly, the aspect of absorption associated with giving one's all to one's vocation is occasionally referred to as time passing or the problem of quitting work.

Level of Teacher Retention in Private Schools

Table 3 displays the level of teacher retention which documented the overall mean of 3.75. Since it is rated as high, it is frequently apparent that teacher retention rates are high. This implies that teachers' inputs are valued and are allowed to make key decisions. This also implies that teachers are appreciated by

their students and parents, are recipients of appreciation from their colleagues, and are compensated throughout the school year for a job well done. In addition, the findings also imply that teachers feel supported, respected, and appreciated by administrators. The overall standard deviation is .50, which indicates that the respondents' answers are more in line with the mean.

Table 3
Level of Teacher Retention in Private Schools

Indicators	Mean	SD	Description
Principal Leadership Behaviors	3.78	.79	High
Teacher Intention	3.36	.83	Moderate
Teacher Job Satisfaction	3.85	.50	High
Teacher Mentoring	3.60	.58	High
Intrinsic Motivators	4.23	.64	Very High
Overall Mean	3.75	.50	High

The indicator with the highest mean is intrinsic motivators. This category has achieved a very high category mean rating of 4.23, which means that dedication is always evident. The mean ratings of this indicator ranged from 4.07 to 4.39. This finding aligns with the study by Fidan and Oztürk (2015), which underscored that private school instructors self-reported being more intrinsically driven and innovative than public school teachers. Likewise, this finding supports the study of Yasmeen et al. (2019), which found that special education teachers were intrinsically motivated and received a very high level of motivation in the form of feelings of satisfaction, honor, curiosity, and accomplishment.

Moreover, Singh (2016) also accentuated that when adapting their management tactics to tap into their co-workers' emotions, future information leaders and managers should recognize that intrinsic variables play a more significant part in employee motivation and put more effort into developing a culture of respect, recognition, trust, and autonomy. Meanwhile, the indicator with the lowest mean is teacher intention. The means of this indicator ability ranged from 2.88 to 4.19. The category mean is 3.36, meaning teacher intention is sometimes evident. This conclusion backs up Kamundi's (2021) assertion that teachers want to stay at the academic institution as long as the administration provides cooperation, understanding, and appreciation. Instructors may continue working at the school if the administration values their contributions, is sympathetic, and will treat them respectfully. Accordingly, the study proposes

that if school administrators treat teachers respectfully and value their contributions, they can collaborate with them. Likewise, the findings reflect the findings of Aria et al. (2019), who discovered that leaders can increase teachers' intentions to stay by demonstrating authentic leadership, fostering psychological capital, and providing a supportive workplace. Moreover, Lee (2020) accentuated that the intention to stay refers to the members of the organization's determination to remain and work in that organization. This favors the organization since it boosts staff morale and promotes organizational commitment to improving overall organizational stability.

Significance of the Relationship of Administrative Support to Teachers, Work Engagement and Teacher Retention

Table 4 shows that administrative support to teachers has a positive, strong relationship to teacher retention with the r-value of .64. Also, it reflects a p-value of .00 which is less than the alpha set at .05 (two-tailed), supporting a significant relationship. This indicates that as the level of administrative support to teachers increases, teacher retention also significantly increases.

The findings are consistent with the findings of Hughes et al. (2014), who found that personal growth and the ability to receive administrative support for emotional, environmental, and instructional support correlate with a teacher's decision to stay or leave in hard-to-staff schools. These findings also complement the study of Greenfield (2015), which found that a robust support system is required to protect new teachers from the stresses of the teaching profession and that collaboration with school administrators can boost teacher retention.

Similarly, work engagement and teacher retention also reveal a significant positive relationship, which is also strong ($r = .60, p < .05$). It means that as work engagement increases, teacher retention also significantly increases. These findings align with the study by Gozon and Yango (2023), who discovered a substantial association between teachers' work engagement and the level of teacher retention. It meant that teachers' levels of retention increased with their level of work engagement, particularly their social and behavioral engagement. The results also corroborate Johnson's (2022) result that studying teacher job engagement and self-efficacy can aid in addressing the issue of foreign-born teachers' training and retention in Chinese foreign academic institutions. Moreover, these findings support the study by Sánchez-Cardona et al. (2021) which emphasized that designing employment and workplace methods to foster meaning and engagement appears to be critical for retaining employees.

Table 4
Significance of Relationship of Administrative Support to Teachers, Work Engagement and Teacher Retention

	Teacher Retention		
	r	p-value	Remarks
Administrative Support to Teachers	.64	.00	Significant
Work Engagement	.60	.00	Significant

Significance of the Influence of Administrative Support and Work Engagement toward Teacher Retention

Table 5 shows the results of the multiple regression analysis. In singular capacity, the independent variables, both administrative support to teachers and work engagement, show a p-value of .00, which are both less than the .05 level of significance (2-tailed) with a positive standardized beta value of .46 and .37, respectively. This indicates that for every unit increase in the value of the administrative support provided to teachers, the level of teacher retention increases by 46, while the level of work engagement increases by 37, a value that is less than the influence of the administrative support provided to teachers. The school administrators can create programs that will aid and motivate teachers to improve their craft and stay in their current institution. With this, teachers can remain passionate and dedicated to their profession, resulting in them staying in their workplaces.

Further, the combined influence of administrative support to teachers and work engagement towards teacher retention appeared to be significant ($F = 62.01$, $p < .05$). Meanwhile, the model explains 51 percent of the variance of teacher retention founded on this study’s independent variables as indicated by $R^2 = .51$. This indicates that variables other than work engagement and administrative support for teachers account for 49 percent of the variation in teacher retention.

Table 5
Significance of the Influence of Administrative Support to Teachers, and Work Engagement toward Teacher Retention

Singular Influence of the	Teacher Retention				Remarks
	Standardize d	t	p-val ue		

Predictors	Coefficients			
Administrative Support to Teachers	.46	6.17	.00	Significant
Work Engagement	.37	5.00	.00	Significant
Combined Influence of the Predictors				
R	.72			
R ²	.51			
F	62.01			
p	.00			Significant

These findings align with the study by Boyd et al. (2011), which highlighted that administrative support to teachers has by far the greatest influence on teacher-retention decisions. A survey of recently retired teachers supports the administration effect, which is consistent for instructors in their first year and the whole sample of teachers.

Furthermore, these findings align with the study by Tickle et al. (2008) which emphasized that administrative support is a strong predictor of teachers' willingness to stay in the classroom. Administrative support, on the one hand, mitigates the impact of instructors' wage satisfaction and teaching experience on their intention to remain in the classroom. Additionally, findings in the study by Hughes (2012) revealed that administrative support can influence teachers' inclination to stay. Additionally, the findings contrast the study by Kamaruzaman et al. (2022) which highlighted that work engagement does not influence teacher retention in an educational institution.

On this note, the results of the study support the theories anchored in this study, which are Maslow's Hierarchy of Needs (1954) and the Self-Determination Theory of Work Engagement (Deci & Ryan, 1985). The fundamental idea behind the Hierarchy of Needs by Maslow and how it relates to teacher retention is that, while everyone has the potential to rise to the top of the hierarchy of needs, doing so is frequently impeded by deficiencies in lower levels. Further, Maslow's hierarchy of needs can be associated with administrative support in education, which recognizes that the basic needs of teachers, such as a safe, healthy, and conducive work environment, must be met before addressing higher-order needs. Furthermore, higher teacher retention rates may result from the foundation created when administrative support satisfies

these basic needs.

Moreover, engaging work engagement tactics also leads to higher levels of employee client satisfaction, efficiency, and profitability as well as lower turnover rates and accidents, as Deci and Ryan's (1985) Self-Determination Theory of Work Engagement highlighted. In an educational setting, educators are more likely to be involved and more engaged with their jobs when they receive all the support and encouragement they need. Support from superiors and co-workers could be beneficial as they decide with knowledge whether to stay in the learning environment.

CONCLUSION

The following conclusions were drawn from the findings: The selected private schools in Davao City had a high level of administrative support for teachers. In addition, reflection and growth, instructional improvement, feedback, discourse, and anxiety management were revealed to be high among selected private schools in Davao City. This indicates that private school teachers are highly and oftentimes encouraged to reflect on their teaching practices and to emphasize more on their person as a teacher. At the same time, private school teachers are given ideas or techniques that will help them improve their instruction, are given feedback and time and opportunities to be more open, and are recognized especially with notable improvements in their performance as teachers. A high level of work engagement in the selected Davao City private schools was revealed. Teachers' level of engagement at work was frequently evident. This demonstrates the need to maintain the interdependence of work engagement markers such as vigor, dedication, and absorption to promote teacher retention. The selected private schools in Davao City had a very high level of teacher retention, with intrinsic motivators at the highest level. Principal Leadership behavior, teacher job satisfaction, and teacher mentoring also resulted in a high level of teacher retention among selected private schools.

Further, the level of teacher retention in Davao City was oftentimes evident. This reveals that teachers in private schools intend to stay in their current institution, for they take active roles in the learning process, are appreciated by their students and parents, and are recognized for a job well done. Further, teachers felt the support from their administrators and principals and have become more motivated to improve their performance as teachers. There was a positive relationship between administrative support and teacher retention in a few Davao City private schools. Notably, work engagement has a large positive and strong link with teacher retention in Davao City's private schools.

Thus, administrative support and work engagement were both associated with teacher retention. This concludes that teachers or instructors are adequately supported by the administration in their professional growth. They are more likely to stay in their current roles and educational institutions if they have gained the support of their administrators, principals, or school heads and have become more involved in their work. In this way, teachers will demonstrate a greater level of effectiveness and productivity as they continue to work in their current schools. A significant influence between administrative support and teacher retention in selected private schools in Davao City was found. Likewise, work engagement significantly influenced teacher retention in selected private schools in Davao City as well. Notably, between the two independent variables, administrative support influenced the retention of teachers more than work engagement. This implies that the administrators highly support teachers as they are positively facilitated to improve their instruction through prompt feedback. Further, private school teachers have been more positive toward their administrators and have been in an open discourse with their administrators and principals, which allowed them to facilitate their personal and teacher growth. These encouraged and motivated teachers to remain in the profession.

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