

Influence of School Culture on Teachers' Retention and Job Satisfaction

Ma. Necole R. Nagtalon

Job satisfaction and teacher retention are critical factors affecting the overall quality of education (Cuervo, 2025; Sulaimi & Jantan, 2024; Ortan et al., 2021). In a rapidly changing educational environment, many schools face challenges in retaining their most effective teachers (Morton & Maresh, 2024; Liu & Li, 2025), which is a significant concern because experienced educators play a vital role in student success. One of the primary reasons teachers leave the profession is the lack of appreciation and support within their workplace (Martinsone et al., 2024; Pressley et al., 2026; Straková & Simonová, 2024). The overall school environment, commonly referred to as school culture, greatly influences how teachers perceive their work and whether they choose to remain in their positions or seek opportunities elsewhere (Arnoco & Prado, 2025). Teachers who experience strong institutional support tend to be more productive and are more likely to stay in their schools.

A positive and supportive school culture is strongly associated with higher levels of teacher retention and job satisfaction. According to Lanns-Isaac (2024), effective school management and the clear communication of organizational goals are essential in fostering a culture that encourages

teachers to remain in the profession. When school leaders demonstrate genuine care, implement programs that address teachers' needs, and promote collaboration among staff, teachers feel valued and connected to their institutions. Likewise, Toropova et al. (2021) emphasize the importance of positive staff relationships where supportive interactions among colleagues contribute significantly to teachers' workplace satisfaction and commitment. A supportive school culture characterized by strong leadership, effective communication, collegial relationships, and institutional support plays a crucial role in enhancing teacher retention and overall job satisfaction (Lann-Isaac, 2024; Toropova et al., 2021; Arnoco & Prado, 2025).

School Culture and Teacher Retention

Several studies have confirmed that school culture plays a significant role in teachers' decisions to remain in or leave the profession (Xu & Pang, 2024; Boudouaia et al., 2024; Räsänen et al., 2020). A positive school culture is characterized by strong leadership, collaboration, collegial support, shared goals, and positive interpersonal relationships, all of which contribute to teacher retention. Al-Majaideh (2021) examined key dimensions of school culture, including leadership teamwork, teacher collaboration, collegial support, shared goals, and learning partnerships, and found that strong collaboration between school leaders and teachers reduces the likelihood of teacher turnover. The study further highlighted that professional and collegial work environments are important factors in retaining teachers. Similarly, Wang'ombe (2023) argued that a healthy school culture, grounded in shared values, positive relationships, and effective leadership, promotes teacher retention across different contexts. Leadership approaches such as transformational and distributed leadership, together with professional development opportunities, mentorship programs, teacher autonomy, and

well-being initiatives, are critical in encouraging teachers to remain in their positions.

Supportive relationships within the school environment also play a crucial role in enhancing job satisfaction and retention. Hasselquist et al. (2017) found that perceived support from colleagues and school administrators is particularly important for beginning teachers, as it contributes significantly to their job satisfaction and commitment to the profession. The concept of job embeddedness, which refers to the factors that connect teachers to their profession and workplace, include relationships with colleagues that align with the school's culture (Shibiti, 2019). Teacher retention is positively associated with job embeddedness, especially when educators strongly identify with and feel connected to their school culture (Kaya Yıldız, 2018).

In addition to fostering commitment, school culture can influence teachers' well-being and job satisfaction. Febriantina and Aliyyah (2020) reported that school culture affects both teacher stress and job satisfaction. Their findings indicated that while stress negatively impacts job satisfaction, a positive school climate can mitigate stress, enhance satisfaction, and improve retention rates. Furthermore, Diaz (2022) noted that although demographic variables did not exhibit a statistically significant relationship with school culture, certain aspects of school culture may affect teachers differently depending on their level of experience. Empirical evidence suggests that supportive leadership, collaborative relationships, positive school climates, and strong professional connections are essential components of school culture that contribute to teacher satisfaction and long-term retention (Al-Majaideh, 2021; Wang'ombe, 2023; Hasselquist et al., 2017; Febriantina & Aliyyah, 2020; Shibiti, 2019; Diaz, 2022).

School Culture and Teacher Job Satisfaction

The relationship between school culture and teacher job satisfaction has been widely documented in the literature. A positive school culture characterized by collaboration, shared goals, supportive leadership, and strong collegial relationships contributes significantly to teachers' overall satisfaction and well-being (Arar et al., 2026; Saks et al., 2025). Al-Majaideh (2021) found that teacher collaboration and a shared sense of purpose are positively associated with job satisfaction, suggesting that teachers are more satisfied when they work in environments that promote collective responsibility and teamwork. Similarly, You et al. (2017) identified academic climate, collegial support, and principal leadership as key predictors of teacher job satisfaction. These factors not only enhance teachers' well-being but also strengthen their sense of belonging within the school community.

Support from school leaders and colleagues has also been recognized as an important contributor to teacher satisfaction. Hasselquist et al. (2017) reported that teacher efficacy is strongly influenced by the level of support provided by peers and school administrators. Likewise, Lanns-Isaac (2024) emphasized the critical role of school leaders in fostering supportive and collaborative environments. By promoting open communication, empowering teachers, and addressing their professional needs, school leaders help create workplaces where teachers feel valued and respected.

Furthermore, school culture influences job satisfaction through its impact on teacher stress and well-being. Febriantina and Aliyyah (2020) found that school culture significantly affects teacher stress levels, which subsequently influence job satisfaction. A positive school climate can reduce stress, enhance satisfaction, and ultimately contribute to greater teacher retention. Institutional factors such as a positive academic climate, supportive leadership, and collegial relationships are essential for improving teacher job



satisfaction (You et al., 2017). Literature suggests that supportive school cultures foster teacher efficacy, reduce workplace stress, strengthen professional relationships, and enhance job satisfaction, all of which contribute to greater teacher commitment and retention (Al-Majaideh, 2021; You et al., 2017; Hasselquist et al., 2017; Lanns-Isaac, 2024; Febriantina & Aliyyah, 2020).

RESEARCH FOCUS: Measuring the Influence of School Culture on Secondary School Teachers' Retention and Job Satisfaction

This study was anchored on Schein's (1985) Organizational Culture Theory, which explains how organizational culture shapes the attitudes and behaviors of individuals within an organization. Guided by this framework, the study examined the relationship between school culture, teacher retention, and job satisfaction in secondary schools in the District of Banga in the Philippines. School culture was viewed as a critical factor influencing teachers' perceptions of their work environment, their level of job satisfaction, and their decision to remain in the profession. The study also explored how various dimensions of school culture relate to teachers' personal characteristics and perceptions and sought to propose leadership-based strategies to strengthen school culture and improve teacher retention.

A mixed-methods research design was employed to provide a comprehensive understanding of the phenomenon. The quantitative component utilized a survey questionnaire to gather data on teachers' demographic profiles, perceptions of school culture, job satisfaction, and retention. Complementing this, the qualitative component involved in-depth interviews and focus group discussions to gain deeper insights into teachers' lived experiences and perspectives regarding school culture and retention.

The study was conducted in six public secondary schools in the District of Banga, Aklan. A total of 112 teachers were selected through stratified random sampling using Slovin's formula for the quantitative phase, while six teachers were purposively chosen for the qualitative phase based on their experience and willingness to participate. Data were collected through a validated researcher-made questionnaire, semi-structured interviews, focus group discussions, and document analysis. Quantitative data were analyzed using frequency counts, percentages, weighted means, and correlation tests, whereas qualitative data were transcribed and subjected to thematic analysis following the procedures outlined by Braun and Clarke (2006) to identify emerging patterns and themes.

Table 1

Perceived school culture influencing teacher's retention

Indicators	WM	Interpretation
Collaboration and Support		
1. Teachers work collaboratively to solve problems.	4.56	Very highly perceived
2. There is a strong sense of community among staff.	4.46	Very highly perceived
3. I feel supported by my colleagues.	4.49	Very highly perceived
4. The school provides ample opportunities for professional development.	4.43	Very highly perceived
5. Professional development activities are relevant and helpful.	4.43	Very highly perceived
6. I have access to resources that enhance my teaching skills.	4.34	Very highly perceived
7. School leaders communicate effectively with staff.	4.39	Very highly perceived
8. Administration is approachable and supportive.	4.46	Very highly perceived
9. Decisions are made transparently and involve input from teachers.	4.38	Very highly perceived
10. My work is recognized and appreciated by school leaders.	4.43	Very highly perceived
Grand Mean	4.44	Very highly perceived
Professional Development		
1. School provides ample opportunities for professional development.	4.32	Very highly perceived

Indicators	WM	Interpretation
2. Professional development activities are relevant to my teaching needs.	4.41	Very highly perceived
3. I have access to a variety of professional development resources.	4.18	Highly perceived
4. Professional development sessions are well-organized and effective.	4.29	Very highly perceived
5. The school invites knowledgeable and engaging presenters for professional development.	4.32	Very highly perceived
6. I feel that professional development activities enhance my teaching skills.	4.46	Very highly perceived
7. Administration encourages participation in professional development activities.	4.40	Very highly perceived
8. I receive adequate support to implement new strategies learned from professional development.	4.35	Very highly perceived
Grand Mean	4.34	Very highly perceived
Leadership		
1. School leaders clearly communicate expectations and goals.	4.28	Very highly perceived
2. Administration keeps staff informed about important decisions and changes.	4.26	Very highly perceived
3. I feel that my opinions and feedback are valued by the school leaders.	4.19	Highly perceived
4. School leaders provide the resources needed to effectively perform my job.	4.22	Very highly perceived
5. I receive adequate support from the administration to address student needs.	4.21	Very highly perceived
6. The administration actively works to reduce my workload and stress.	4.19	Highly perceived
7. The administration encourages continuous professional growth.	4.29	Very highly perceived
8. I have opportunities to take on leadership roles within the school.	4.28	Very highly perceived
9. The administration supports my participation in professional development activities	4.23	Very highly perceived
10. Teachers are involved in the decision-making processes at the school.	4.22	Very highly perceived
Grand Mean	4.24	Very highly perceived
Recognition and Appreciation		
1. The school has formal systems in place to recognize teacher's achievements.	4.31	Very highly perceived
2. Outstanding performance is acknowledged publicly within the school.	4.43	Very highly perceived
3. My efforts are recognized informally by colleagues and administration.	4.35	Very highly perceived
4. I receive positive feedback from school leaders regularly.	4.29	Very highly perceived
5. The culture of the school promotes mutual appreciation among staff.	4.29	Very highly perceived

Indicators	WM	Interpretation
6. Recognition motivates me to perform better in my role.	4.36	Very highly perceived
7. I have opportunities to recognize and appreciate the work of my colleagues.	4.38	Very highly perceived
8. School promotes a positive and supportive culture.	4.37	Very highly perceived
Grand Mean	4.35	Very highly perceived
Work Environment		
1. Classrooms are well-equipped with necessary materials and technology.	4.13	Highly perceived
2. The physical condition of the school supports a positive teaching experience.	4.23	Very highly perceived
3. There is a culture of mutual respect among staff and students	4.36	Very highly perceived
4. The school supports a healthy work-life balance for teachers.	4.28	Very highly perceived
5. I am able to manage my workload without excessive stress.	4.36	Very highly perceived
6. I feel supported by the administration in dealing with challenging situations.	4.22	Very highly perceived
7. There is a strong sense of community and camaraderie among staff.	4.29	Very highly perceived
Grand Mean	4.27	Very highly perceived

The respondents very highly perceive the collaborative and supportive aspects of their school culture ($M = 4.4384$), indicating a strong influence on teacher retention. They also highly value professional development opportunities ($M = 4.3415$), which are likewise very highly perceived. Leadership practices ($M = 4.2375$) and recognition and appreciation ($M = 4.3459$) are also rated as very highly perceived. In addition, teachers perceive their work environment ($M = 4.2679$) as very highly supportive, suggesting that the school provides a conducive and nurturing workplace.

Supportive Relationships and Community Bond. Supportive relationships and a strong sense of community within schools are key factors influencing teacher retention. Participants consistently emphasized the

importance of camaraderie and harmonious relationships in fostering an environment where teachers feel valued, appreciated, and motivated to stay.

Participant 1 expressed this view, stating, "*Sense of belongingness and retention is the end product of being supportive to colleagues. The bond that unites the teachers makes us feel that we are a family.*" Familial bonds within the school foster emotional commitment and strengthen teachers' resolve to remain, even during challenging times. Similarly, Participant 2 elaborated, "*My interaction with my workmates so far has been okay and wholesome since we are interacting in harmony with one another. Such a positive interaction with my workmates drives the point home that I am enjoying the feeling of belongingness, that I am feeling I am part of the group.*" Harmonious relationships promote inclusivity and reduce feelings of isolation, a common factor in teacher attrition.

Participant 3 further noted, "*Close relationship with colleagues fosters a nurturing and cooperative environment, providing a sense of belongingness and common purpose. Such a relationship not only increases job satisfaction but also encourages people to remain in the school community.*" The dual benefit of strong relationships enhances both workplace climate and long-term commitment. Participant 6 added, "*Our good relationship, treating like brothers and sisters in school, makes me stay.*" The depth of emotional connection supports both professional and personal well-being, reducing stress and burnout. Finally, Participant 8 stated, "*The good camaraderie, the good values, and professionalism of teachers/colleagues influence a sense of belonging and retention.*" This integrates the role of shared values, professionalism, and camaraderie in strengthening teachers' sense of belonging and commitment to the school.

Leadership Support and Empowerment. The critical role of school leadership shapes a positive school culture and significantly influences

teachers' morale, trust, and decision to stay. Participants emphasized that supportive, collaborative, and empowering leadership is essential in creating a professional environment where teachers feel valued and motivated.

Participant 1 stated, "*The school heads' support has a lot of influence on the culture of the school. They give us complete support to any activities or endeavours we have.*" Strong leadership support builds trust and confidence and enables teachers to engage in professional activities with assurance that their efforts are valued. Participant 2 added, "*The support network from my school principal is one thing I quite like about the school arrangement. Our principal has been very accommodating to all of us teachers so that we get the ease of the teachers.*" This reflects the importance of an accommodating and supportive leadership style in promoting teachers' well-being and comfort in the workplace.

Participant 3 emphasized the broader impact of leadership, stating, "*The degree of support from school leadership significantly impacts trust and morale, building a culture in which teachers feel valued and empowered.*" The role of leadership fosters empowerment, increases morale, and strengthens teachers' commitment to remain in the institution. Participant 6 further noted, "*High-level support from school leaders has a positive effect on the school culture. For instance, teachers and parents' collaboration and support also rely on the level of support of the school leader.*" There is a ripple effect of leadership in strengthening not only internal relationships but also external partnerships within the school community.

Participant 7 stated, "*Effective leadership can build trust and confidence, encourage collaboration, empower teachers, provide resources and support, and cultivate a positive and inclusive atmosphere.*" Finally, Participant 8 shared, "*The leadership plays an important part in creating a positive school atmosphere. It should be important for the school head to set*

an example to influence good and lead the teachers to remain." Role modeling is important, where leaders influence teachers through professionalism and integrity.

Professional Growth and Positive Work Environment. Fostering a strong culture promotes continuous development, recognition, and a supportive workplace. These elements contribute to teacher satisfaction and retention.

Participant 2 stated, *"The school is always looking for something in teachers like us for us to professionally develop. When the school realizes that there are teachers who don't have any skills, they offer workshops, seminars, and training to make us better."* Targeted professional development opportunities enhance teachers' skills and reinforce their value within the institution. Similarly, Participant 3 noted, *"The school focus on collaborative learning enabled us to engage in peer mentoring programs, which improved my instructional strategies and confidence."* Collaborative learning and peer mentoring strengthens teaching practices and fosters a sense of shared purpose.

Participant 4 emphasized the role of policies, stating, *"A school's policies and practices are crucial in showing its commitment to creating a positive work environment for staff. Implemented effectively, they promote respect, trust, and teamwork."* Participant 6 added, *"The school practices and policies ensure there is open and transparent communication and an excellent work-life balance. The policies are used as a checklist for what we should and should not do in the workplace."* Well-structured and consistently applied policies enhance workplace satisfaction and work-life balance. Lastly, Participant 8 stated, *"When you are in an environment with a good atmosphere, it will encourage you to develop professionally, particularly if*

there is respect between students and teachers." Therefore, positive and respectful environment promotes both professional growth and motivation.

Table 2

Perceived school culture influencing teacher's job satisfaction

Indicators	WM	Interpretation
Collaboration and Support		
1. Collaboration with colleagues enhances my job satisfaction.	4.36	Very highly perceived
2. Support from my peers contributes to my overall job satisfaction.	4.37	Very highly perceived
3. I am satisfied with the opportunities for collaboration in my school.	4.36	Very highly perceived
4. The collaborative culture at my school positively impacts my teaching experience.	4.41	Very highly perceived
5. I feel more motivated and engaged in my work due to the support I receive from colleagues.	4.37	Very highly perceived
Grand Mean	4.377	Very highly perceived
Professional Development		
1. Opportunities for professional development enhance my job satisfaction.	4.38	Very highly perceived
2. I feel more confident in my teaching abilities due to professional development.	4.31	Very highly perceived
3. Professional development opportunities at my school meet my career growth needs.	4.24	Very highly perceived
4. The quality of professional development impacts my decision to stay at my current school.	4.21	Highly perceived
5. I am satisfied with the professional development support provided by my school.	4.22	Very highly perceived
Grand Mean	4.27	Very highly perceived
Leadership		
1. The support I receive from school leadership enhances my job satisfaction.	4.20	Highly perceived
2. I feel motivated and engaged in my work due to positive interactions with school leaders.	4.16	Highly perceived
3. The leadership at my school positively impacts my teaching experience.	4.15	Highly perceived
4. I am satisfied with the way school leaders handle disciplinary issues.	4.13	Highly perceived
5. The leadership at my school contributes to a positive work environment.	4.18	Highly perceived
Grand Mean	4.16	Highly perceived
Recognition and Appreciation		
1. Formal recognition enhances my job satisfaction.	4.27	Very highly perceived

Indicators	WM	Interpretation
2. Informal recognition from colleagues contributes to my overall job satisfaction.	4.24	Very highly perceived
3. I am satisfied with the appreciation shown by school leaders.	4.21	Highly perceived
4. The recognition and appreciation I receive positively impact my teaching experience.	4.26	Very highly perceived
5. I feel motivated to stay at my current school due to the recognition and appreciation I receive.	4.19	Highly perceived
Grand Mean	4.23	Very highly perceived
Work Environment		
1. The work environment at my school influences my decision to stay.	3.91	Highly perceived
2. The physical condition of the school makes me more likely to continue teaching here.	4.13	Highly perceived
3. The work-life balance provided by the school makes me feel more committed to my position.	4.24	Very highly perceived
4. I would recommend my school as a good place to work due to the positive work environment.	4.23	Very highly perceived
5. The emotional support from colleagues and administration encourages me to stay.	4.24	Very highly perceived
Grand Mean	4.15	Highly perceived

The findings show that teachers very highly perceive collaboration and support ($M = 4.3714$) as influencing job satisfaction. Professional development opportunities are also very highly perceived ($M = 4.2714$). Leadership is highly perceived ($M = 4.1625$), while recognition and appreciation are very highly perceived ($M = 4.2321$). Additionally, the work environment is highly perceived ($M = 4.15$), indicating that these factors significantly influence teachers' job satisfaction.

Supportive Relationships and Collaboration. The critical role of interpersonal relationships among teachers, staff, and school leaders in fostering a positive school culture enhances job satisfaction. Strong relationships with colleagues and support from administrators promote a sense of belonging, respect, and cooperation, which contribute to increased job satisfaction.

According to Participant 1, *"The relationship with colleagues and administrator, the love and support offered, the incentive to do well are just a few of the reasons why I alone am satisfied with my job."* Emotional and professional support from peers and administrators strengthens teachers' motivation and sense of fulfillment. Participant 2 also shared, *"My school head is there behind to help me and also similarly my colleagues also there are present to offer the requisite help which I need in order to perform the teaching profession."* A collaborative environment where both administrators and colleagues actively provide support reduces isolation and enhances job satisfaction.

Participant 3 noted, *"Support relationships with colleagues and administrators make a positive and collaborative work environment, where there is mutual respect and trust. This feeling of belonging and teamwork increases job satisfaction by making me feel valued and supported in my job."* Participant 6 added, *"A good relationship with colleagues and administrators really helps me a lot, making me productive every day with my job."* Trust and mutual respect fosters a strong sense of belonging and reinforces teachers' sense of value within the organization. In addition, supportive relationships contribute to productivity and motivation, enhancing overall job satisfaction.

Participant 7 emphasized, *"The relationship with staff and administrators provides job satisfaction and has a massive impact on the mental welfare of all teachers, not just on the working conditions, support framework, and public praise and acclamation."* Participant 8 stated, *"Every day is a satisfying day if a good relationship or camaraderie exists in the workplace."* The strong link between supportive relationships, mental well-being, and job satisfaction reinforces the importance of camaraderie in sustaining long-term job satisfaction and creating a positive work environment.

Professional Development and Recognition. A recurring theme across the participants' responses is the significant role of administrative support, professional development opportunities, and recognition in fostering teacher motivation, satisfaction, commitment, and retention. Teachers consistently described how supportive leadership and a culture that values their growth contribute to their willingness to remain in the institution and perform their roles effectively.

Participant 1 stated, "*The school administrators provide their encouragement and support to hone one's talent and ability and gain self-development. These school cultures lead me to commit to the school.*" Similarly, Participant 8 emphasized, "*Professional development of teachers and support from the school leader and administrator influence teachers to stay in the workplace.*" When school leaders actively invest in teachers' growth and provide continuous support, teachers develop a stronger sense of commitment and are more likely to remain in their workplace. Administrative support serves not only as a source of encouragement but also as a mechanism for strengthening teacher retention.

The importance of continuous professional learning was further highlighted by Participant 3, who noted, "*The school's focus on ongoing professional development indicates an investment in developing teachers' abilities and improvement. This emphasis on learning and support underlines a dynamic and positive atmosphere where teachers are empowered and respected.*" Likewise, Participant 6 stated, "*The school makes extra efforts to make our professional development better. It inspires me to do good and deliver my best and be a good role model at my workplace.*" Professional development initiatives create an environment where teachers feel empowered, respected, and motivated to improve their practice. Such

opportunities not only enhance professional competence but also strengthen teachers' professional identity and commitment to excellence.

In addition to professional growth, participants emphasized the value of recognition and appreciation in sustaining motivation and job satisfaction. Participant 2 shared, "*Whenever I do something, it encourages me because it is valued and appreciated. That's why I am content because you are encouraged to do something because you will be valued. You will be rewarded and praised.*" Similarly, Participant 4 added, "*The recognition and appreciation of the school towards teachers affect your motivation and satisfaction in doing the best for the recognition and appreciation given by the school. It gives courage and confidence to every teacher to perform well and work diligently.*" Acknowledgment of teachers' efforts reinforces positive behaviors, enhances morale, and increases job satisfaction. Recognition creates a sense of value and accomplishment, encouraging teachers to maintain high levels of performance and dedication.

The participants' narratives reveal that a school culture characterized by strong administrative support, meaningful professional development opportunities, and genuine recognition fosters a positive work environment. Such a culture promotes teacher empowerment, confidence, motivation, and satisfaction while strengthening organizational commitment and retention. When teachers feel supported in their growth and appreciated for their contributions, they are more likely to remain engaged, perform effectively, and sustain their commitment to the school.

Positive Policies and Work Environment. The participants consistently mentioned that positive policies, equitable practices, and a supportive work environment play a crucial role in shaping their job satisfaction. Clear guidelines, fair treatment, and a positive organizational climate create conditions where teachers feel valued, motivated, and confident

in carrying out their responsibilities. These factors not only enhance satisfaction but also contribute to teachers' commitment to the school and their willingness to remain in the profession.

Participant 1 highlighted the direct influence of workplace conditions on satisfaction, stating, "*The school work environment, policies, and practices are the motivation in determining my overall job satisfaction.*" School policies and organizational practices play in shaping teachers' daily experiences. When policies are supportive and the work environment is conducive to professional growth, teachers are more likely to feel fulfilled and motivated in their roles.

A recurring idea among the participants was the importance of fairness, balance, and support in fostering satisfaction. Participant 3 explained, "*The school's practices and policies like equitable workload distribution and professional growth support establish balance and respectful workplace. These aspects are critical to influencing my general job satisfaction through the creation of a healthy work-life balance and sense of job purpose.*" Similarly, Participant 6 shared, "*It guides me and gives me a clear path in performing my duties and responsibilities as a teacher.*" Equitable workload distribution, opportunities for professional growth, and clearly defined expectations help teachers maintain a healthy work-life balance while providing direction in their professional responsibilities. Such practices create a respectful and organized workplace that promotes both well-being and effectiveness.

Participants also emphasized how supportive policies and a positive work environment enable teachers to remain committed despite challenges. Participant 4 stated, "*The schools' policies, practices, and work environment contribute towards the overall job satisfaction of all employees. They will enjoy and be content at doing their job in spite of the hardships and difficulties because the schools' policies, practices, and work environment are accorded*

importance." When schools prioritize the welfare of employees through supportive policies and positive workplace conditions, teachers are better equipped to manage workplace difficulties while maintaining a positive outlook toward their work.

Beyond policies and practices, participants recognized the value of a shared vision and collective commitment in creating a positive school culture. Participant 8 shared, "*When faculty, staff, and students have a shared vision and high expectations, and they deeply engage and embrace the school culture, it can have a positive impact in the school community; hence, job satisfaction is possible.*" Job satisfaction is not solely influenced by formal policies but also by the extent to which members of the school community work together toward common goals. A shared vision fosters unity, collaboration, and a sense of purpose, which further strengthens teachers' engagement and satisfaction.

The participants' narratives reveal that positive policies and a supportive work environment are essential components of teacher job satisfaction. Fair and equitable practices, clear expectations, opportunities for professional growth, and a collaborative culture create a workplace where teachers feel respected, motivated, and purposeful. When these conditions are present, teachers are more likely to experience satisfaction in their roles, remain committed to their institution, and contribute positively to educational outcomes.

Conclusion

A positive school culture, characterized by collaboration, support, effective leadership, professional development, recognition, and a conducive work environment, plays a crucial role in enhancing teacher retention and job satisfaction. However, although its influence is meaningful, it is not

statistically strong, suggesting that other factors also contribute to these outcomes. Moreover, teachers' perceptions of school culture's impact on retention and job satisfaction are consistent across demographic groups, highlighting its universal relevance.

School leaders play a critical role in cultivating a positive school climate by implementing professional development programs, recognition systems, and wellness initiatives, while maintaining open and effective communication with teachers. Likewise, DepEd stakeholders should allocate adequate resources to sustain teacher support programs and regularly assess teachers' needs to inform policies that improve working conditions.

Bibliography

- Al-Majaideh, S. (2021). *The relationship between school culture, teacher absenteeism, job satisfaction, and retention in an independent school* (Doctoral dissertation, Trevecca Nazarene University).
- Arar, K., Turan, S., Atmaca, T., & Yavuz, M. (2026). From hierarchies to communities: The power of a unique school culture in defining teacher collaboration in a private school. *Journal of Educational Change*, 27, 59–82. <https://doi.org/10.1007/s10833-026-09542-x>
- Arnoco, K. E. D., & Prado, N. (2025). Organizational commitment, employee retention, job satisfaction, and performance among private school teachers: A structural model. *Psychology and Education: A Multidisciplinary Journal*, 30(4), 602–610. <https://doi.org/10.5281/zenodo.14608220>
- Boudouaia, A., Al-Qadri, A. H., Houichi, A., & Diafi, S. (2024). A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. *Heliyon*, 10(8), Article e29183. <https://doi.org/10.1016/j.heliyon.2024.e29183>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.
- Cuervo, H. (2025). Teacher job satisfaction and retention in small rural schools: A theory of recognition approach. *International Journal of Educational Research*, 134, Article 102844. <https://doi.org/10.1016/j.ijer.2025.102844>
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises*. Jossey-Bass.
- Diaz, N. A. (2022). *The effect of school culture on teacher retention* (Doctoral dissertation, Centenary University).
- Hasselquist, L., Herndon, K., & Kitchel, T. (2017). School culture's influence on beginning agriculture teachers' job satisfaction and teacher self-efficacy. *Journal of Agricultural Education*, 58(1), 267–279. <https://doi.org/10.5032/jae.2017.01267>
- Kaya Yıldız, S. (2018). The relationship between teachers' job embeddedness and vocational belonging perceptions. *Universal Journal of Educational Research*, 6(7), 1454–1466. <https://doi.org/10.13189/ujer.2018.060706>

- Lanns-Isaac, V. (2024). School culture and teacher retention. *All-Inclusive List of Electronic Theses and Dissertations*. 3715. <https://scholars.indianastate.edu/etds/3715>
- Liu, T., & Li, W. (2025). Enhancing teacher recruitment and retention through decision-making models in education systems. *Scientific Reports*, 15(1), Article 15247. <https://doi.org/10.1038/s41598-025-00161-9>
- Martinsone, B., Rutkienė, A., & Žydžiūnaitė, V. (2024). Factors associated with teachers' intention to leave their profession: Teacher portraits from two European countries. *Frontiers in Psychology*, 15, Article 1450424. <https://doi.org/10.3389/fpsyg.2024.1450424>
- Morton, B., & Maresh, J. (2024). Teacher retention challenges: What we learned before and after COVID-19. *Northwest Journal of Teacher Education*, 19(2), Article 5. <https://doi.org/10.15760/nwjte.2024.19.2.5>
- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K–12 educational system. *International Journal of Environmental Research and Public Health*, 18(23), Article 12763. <https://doi.org/10.3390/ijerph182312763>
- Pressley, T., Marshall, D. T., Walter, H. L., Ganey, K., Rader, M. A., Creed, E., & Andre, I. (2026). Why teachers leave: Insights from teachers leaving or preparing to leave the profession. *Teaching and Teacher Education*, 169, Article 105285. <https://doi.org/10.1016/j.tate.2025.105285>
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*, 23(4), 837–859. <https://doi.org/10.1007/s11218-020-09567-x>
- Saks, K., Hunt, P., Leijen, Ä., & Lepp, L. (2025). From zero collaboration to teamwork: Forms of teacher collaboration and factors that support or hinder it. *Education Sciences*, 15(1), 87. <https://doi.org/10.3390/educsci15010087>
- Schein, E. H. (1985). *Organizational culture and leadership: A dynamic view*. Jossey-Bass Publishers.
- Straková, J., & Simonová, J. (2024). Why do teachers leave schools? Evidence from lower secondary schools in the Czech Republic. *International Journal of Educational Management*, 38(5), 1444–1458. <https://doi.org/10.1108/IJEM-07-2023-0361>
- Straková, J., & Simonová, J. (2024). Why do teachers leave schools? Evidence from lower secondary schools in the Czech Republic. *International Journal of Educational Management*, 38(5), 1444–1458. <https://doi.org/10.1108/IJEM-07-2023-0361>

- Sulaimi, H., & Jantan, M. (2024). Examining the effect of female teachers' job satisfaction on their retention in public schools of Oman. *Journal of Human Resource and Sustainability Studies*, 12, 389–397. <https://doi.org/10.4236/jhrss.2024.122021>
- Wang'ombe, T. (2023). The role of educational leadership in fostering a positive school culture and enhancing teacher retention. *European Journal of Education*, 1(1), 31–43.
- Xu, Z., & Pang, N. S.-K. (2024). Promoting teachers' organizational commitment: The effects of authentic leadership, teachers' well-being and social–emotional competence. *Behavioral Sciences*, 14(10), 862. <https://doi.org/10.3390/bs14100862>
- You, S., Kim, A. Y., & Lim, S. A. (2017). Job satisfaction among secondary teachers in Korea: Effects of teachers' sense of efficacy and school culture. *Educational Management Administration & Leadership*, 45(2), 284–297. <https://doi.org/10.1177/174114321558731>