

Organizational Support for Professional Learning as Mediator on Teaching Passion and Retention Among Secondary School Teachers

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Abstract: This study explored the mediating effect of organizational support for professional learning on the relationship between teaching passion and retention among secondary school teachers in Cluster 7 Public Secondary Schools in Davao City, utilizing Baron and Kenny's (1986) mediation method under a descriptive-correlational non-experimental design. A total of 107 respondents were selected using stratified random sampling. Adapted and modified survey questionnaires were used to ensure contextual alignment and reliability, with pilot testing conducted beforehand. The findings revealed that teaching passion, teacher retention, and organizational support for professional learning were all rated as moderately extensive. Among the domains, reflectiveness and school climate and culture emerged as the most evident, while innovativeness and support for further academic advancement were least observed. Correlation analysis showed strong and significant positive relationships among the three variables, while mediation analysis confirmed that organizational support for professional learning significantly and positively mediates the relationship between teaching passion and retention. The findings support the JD-R Model, Social Exchange Theory, and Self-Determination Theory, indicating that institutional support enhances teacher well-being, engagement, and long-term commitment.

Keywords: Teaching Passion, Teacher Retention, Organizational Support, Mediation, Professional Learning.

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I. INTRODUCTION

➤ Background of the Study

Teacher retention remains a critical challenge in education systems worldwide, as high turnover disrupts student learning, increases recruitment and training costs, and places additional burdens on the remaining teachers. Many educators leave the profession due to burnout, limited professional growth opportunities, inadequate administrative support, and unsatisfactory working conditions. These challenges highlight the urgent need to understand the factors that influence teachers' decisions to remain in the profession and to develop evidence-based retention strategies. Given the complexity of teacher retention, research examining the mediating role of organizational support for professional learning in strengthening teaching passion and retention is essential. Such studies provide valuable insights into how schools can cultivate supportive environments that encourage long-term teacher commitment while improving educational quality and student outcomes.

International studies consistently identify teacher retention as a multifaceted issue shaped by both organizational and personal factors. In the United States, teacher turnover is largely attributed to inadequate salaries,

poor working conditions, and limited professional development opportunities (Carver-Thomas & Darling-Hammond, 2019), while Ingersoll et al. (2021) argue that effective school leadership and administrative support play a more decisive role in retaining teachers. Similarly, in the United Kingdom, Worth and Van den Brande (2020) emphasize heavy workloads, insufficient pay, and work-life balance challenges as primary causes of attrition, whereas Allen and Sims (2019) highlight limited career progression opportunities and lack of professional autonomy as equally significant. These differing perspectives demonstrate that effective teacher retention requires comprehensive approaches that address both compensation and supportive workplace conditions.

Across Asia, teacher retention reflects the combined influence of cultural, economic, and systemic factors. Li and Zhang (2020) report that teachers in rural China frequently leave due to difficult living conditions and limited professional development opportunities, often seeking better prospects in urban areas. Conversely, Kumar and Sahni (2019) note that in India, the strong social respect accorded to the teaching profession contributes to teacher retention despite relatively low salaries and challenging working environments. In the Philippines, teacher retention remains a

persistent concern, particularly in public schools. According to San Antonio and Gamage (2019), inadequate salaries, heavy workloads, insufficient professional development, and limited resources contribute significantly to teacher burnout and dissatisfaction, especially in rural communities. Meanwhile, Maravilla and Tan (2021) contend that administrative support and recognition of teachers' efforts are equally important determinants of retention. Collectively, these findings suggest that while financial incentives are important, professional learning opportunities, leadership support, and organizational culture are equally essential in sustaining teacher commitment.

Despite the growing body of literature on teaching passion, organizational support, and teacher retention, a significant research gap remains regarding the mediating role of organizational support for professional learning in the relationship between teaching passion and retention among secondary school teachers. Existing studies have generally examined these variables independently, with limited attention given to their interconnectedness, particularly within the Philippine context. Moreover, there is a scarcity of localized research on secondary school teachers in Davao City, where unique cultural, organizational, and educational conditions may influence these relationships differently from those in other regions. This gap underscores the need for context-specific research that can provide a more comprehensive understanding of the factors influencing teacher retention.

Conducting this study is therefore vital in addressing the persistent challenge of teacher retention in Davao City. By examining how organizational support for professional learning mediates the relationship between teaching passion and teacher retention, the research provides valuable evidence on how schools can foster environments that strengthen teachers' professional growth, motivation, and long-term commitment. The findings provide an important foundation for developing responsive, evidence-based teacher retention programs that address educators' professional development needs and intrinsic motivations, ultimately contributing to a more stable teaching workforce and improved educational outcomes.

➤ *Statement of the Problem*

The primary objective of this study was to evaluate the mediating effect of organizational support for professional learning on the relationship between teaching passion and retention among secondary school teachers in Cluster 7 Public Secondary Schools in Davao City. Thus, the study sought the answer of the following questions:

- What is the extent of teaching passion among secondary school teachers in terms of:
 - ✓ Innovativeness;
 - ✓ Supportiveness;
 - ✓ Reflectiveness; and
 - ✓ Empathy?

- What is the extent of retention among secondary school teachers in terms of:
 - ✓ Job satisfaction;
 - ✓ Compensation and benefits;
 - ✓ School climate and culture; and
 - ✓ Emotional and psychological well-being?
- What is the extent of organizational support for professional learning?
- Is there a significant relationship among teaching passion, retention, and organizational support for professional learning among secondary school teachers?
- Does organizational support for professional learning significantly mediate the relationship between teaching passion and retention among secondary school teachers?

➤ *Hypotheses*

The following hypotheses were tested at 0.05 level of significance:

- H0₁: There is no significant relationship among teaching passion, retention, and organizational support for professional learning among secondary school teachers.
- H0₂: Organizational support for professional learning do not significantly mediate the relationship between teaching passion and retention among secondary school teachers.

➤ *Theoretical/Conceptual Framework*

This study is anchored on three complementary theories: the Job Demands-Resources (JD-R) Model by Bakker and Demerouti (2007), Social Exchange Theory (SET) by Blau (1964), and Self-Determination Theory (SDT) by Deci and Ryan (1985). The JD-R Model explains that organizational resources, such as professional learning opportunities and administrative support, help reduce the negative effects of job demands and promote teacher engagement and retention. SET further suggests that when teachers perceive strong organizational support, they develop greater commitment and loyalty, increasing their intention to remain in the profession. Meanwhile, SDT posits that organizational support satisfies teachers' needs for autonomy, competence, and relatedness, thereby strengthening their intrinsic motivation, teaching passion, and long-term commitment.

The study examined three variables: teaching passion as the independent variable, teacher retention as the dependent variable, and organizational support for professional learning as the mediating variable. Teaching passion was measured through innovativeness, supportiveness, reflectiveness, and empathy, while teacher retention was assessed in terms of job satisfaction, compensation and benefits, and other factors influencing teachers' decisions to remain in the profession. Guided by these theoretical frameworks, the study explored how organizational support for professional learning mediates the relationship between teaching passion and teacher retention.

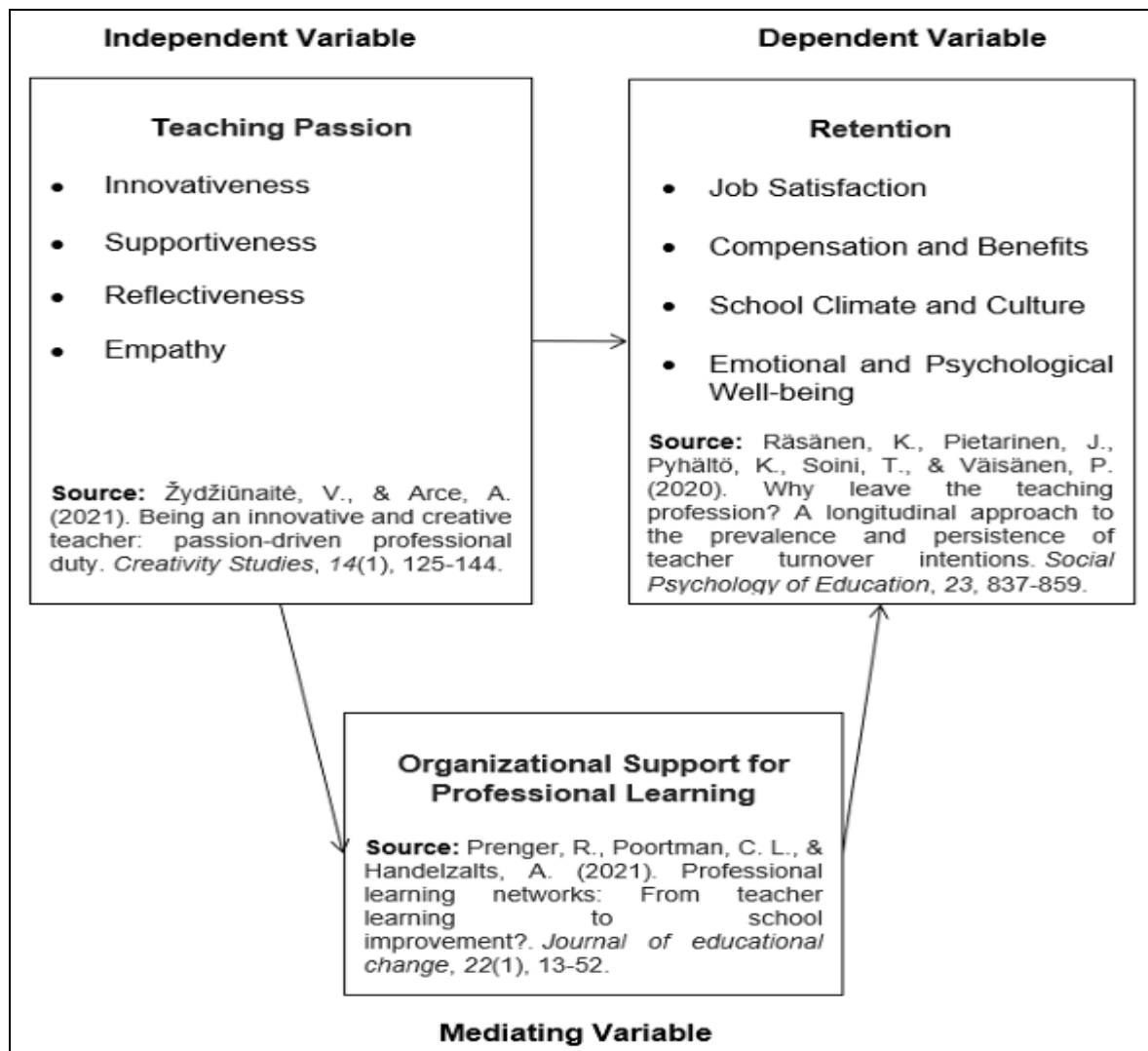


Fig 1 The Theoretical/Conceptual Framework of the Study

II. METHODOLOGY

➤ Research Design

This study employed a quantitative descriptive-correlational research design with mediation analysis to examine the relationships among organizational support for professional learning, teaching passion, and teacher retention. Quantitative research systematically collects and analyzes numerical data to explain relationships among variables (Ahmad et al., 2019). The descriptive approach was used to determine the existing levels of the study variables (Mohajan, 2020), while the correlational design examined the strength and direction of their relationships without manipulating them (Hassan, 2024).

Furthermore, mediation analysis was utilized to determine whether organizational support for professional learning served as an intervening variable between teaching passion and teacher retention. This statistical technique explains how an independent variable influences a dependent variable through a mediator, providing a deeper understanding of the mechanisms underlying the observed relationships (Jérolon et al., 2021).

➤ Research Respondents

The respondents of the study were secondary school teachers from Cluster 7 Public Secondary Schools in the Division of Davao City. From a population of 156 junior high school teachers, 105 respondents were selected using stratified random sampling. This sampling technique divides the population into homogeneous subgroups and randomly selects participants from each stratum to ensure adequate representation and improve the accuracy and generalizability of the findings (Taherdoost, 2019; Etikan & Bala, 2017). The strata were based on characteristics such as years of teaching experience, subject area, and school location.

To be included in the study, respondents had to be full-time secondary school teachers in Cluster 7 public schools, have at least one year of teaching experience, and have participated in at least one professional learning or development program offered by the school or the Department of Education within the previous year. In addition, they were required to teach core academic subjects, including Mathematics, Science, English, or Social Studies, ensuring that participants could provide relevant insights into the influence of organizational support on teaching passion and teacher retention.

➤ Research Instrument

The study utilized adapted and modified survey questionnaires to align with the objectives of the current investigation. All instruments were validated by both internal and external panels of experts to establish content validity. Responses were measured using a 5-point Likert scale, with a mean cut-off point based on one-half of the value of 5 and a uniform interval of 0.80. The descriptive interpretations for all three instruments were consistent: 4.20–5.00 (*Very Extensive*), 3.40–4.19 (*Extensive*), 2.60–3.39 (*Moderately Extensive*), 1.80–2.59 (*Less Extensive*), and 1.00–1.79 (*Not Extensive*).

The first instrument measured teaching passion and was adapted from Žydzūnaitė and Arce (2021), covering the indicators of innovativeness, supportiveness, reflectiveness, and empathy. The second instrument assessed teacher retention, based on Räsänen et al. (2020), with indicators including job satisfaction, compensation and benefits, school climate and culture, and emotional and psychological well-being. Respondents rated all items using the same 5-point Likert scale, and both instruments obtained a Cronbach's alpha coefficient of 0.932, indicating excellent reliability and internal consistency.

The third instrument measured organizational support for professional learning and was adapted from Prenger, Poortman, and Handelzalts (2021). Similar to the first two instruments, respondents evaluated each item using the 5-point Likert scale, where 5 represented *Very Extensive* and 1 represented *Not Extensive*. The instrument also achieved a Cronbach's alpha value of 0.932, demonstrating excellent reliability. The standardized descriptive scale and corresponding interpretations were used to determine the extent of organizational support for professional learning among the respondents.

➤ Data Analysis

The gathered data were analyzed using appropriate statistical tools. The weighted mean was used to determine

the levels of teaching passion, teacher retention, and organizational support for professional learning, addressing Statements of the Problem (SOP) 1, 2, and 3. The Pearson Product Moment Correlation was employed to examine the significant relationships among the study variables, providing answers to SOP 4. To assess the mediating effect of organizational support for professional learning on the relationship between teaching passion and teacher retention, the study utilized Baron and Kenny's (1986) Mediation Test, while the Sobel z-Test was applied to determine the significance of the mediation effect. These analyses addressed SOP 5 and served as the basis for developing the proposed teacher retention program.

III. RESULTS AND DISCUSSIONS

➤ Teaching Passion Among Secondary School Teachers

The teaching passion of teachers in this study is measured in terms of innovativeness, supportiveness, reflectiveness, and empathy. The extent of this variable and its domain is presented in Tables 1-5.

• Innovativeness

On Table 1, the mean for the teaching passion of teachers in terms of innovativeness is 3.18, interpreted as moderately extensive. This suggests that teachers sometimes exhibit innovative practices in their teaching, but these are not consistently implemented across classrooms. The moderately extensive rating implies a developing level of instructional creativity, highlighting the need for ongoing professional development to encourage the consistent use of innovative strategies. According to Guskey (2020), cultivating innovative teaching practices enhances student engagement and deeper learning by aligning pedagogy with 21st-century competencies. Likewise, Buehl and Beck (2021) emphasized that teacher innovativeness drives adaptive instruction and the integration of learner-centered approaches.

Table 1 Teaching Passion of Teachers in Terms of Innovativeness

No.	Statements	Mean	Descriptive Rating
1	Believing that implementing new teaching strategies is essential for engaging students.	3.11	Moderately Extensive
2	Exploring creative methods to enhance student learning outcomes.	3.15	Moderately Extensive
3	Integrating technology into lessons to create dynamic learning environments.	3.38	Moderately Extensive
4	Developing innovative lesson plans that cater to diverse learning styles.	3.08	Moderately Extensive
5	Encouraging students to think critically through the use of novel instructional techniques.	3.18	Moderately Extensive
Mean		3.18	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

The individual mean scores for this domain range from 3.08 to 3.38, all falling within the moderately extensive category. The highest-rated statement is Integrating technology into lessons to create dynamic learning environments with a mean of 3.38. In contrast, the lowest-rated statement is Developing innovative lesson plans that cater to diverse learning styles with a mean of 3.08. This finding aligns with the insight of Ryan and Deci (2020), who observed that while educators show openness to innovation, sustained support is needed to effectively translate it into differentiated instructional design. Kunter et al. (2019) found that teachers who exhibit high levels of passion for their subject matter and employ innovative teaching methods are more likely to create stimulating learning environments that enhance student engagement and academic achievement.

• Supportiveness

On Table 2, the mean for the teaching passion of teachers in terms of supportiveness is 3.38, interpreted as moderately extensive. This indicates that teachers sometimes demonstrate supportive behaviors toward students and colleagues, but these practices are not consistently observed. The moderately extensive rating suggests a need to further strengthen emotional support systems and collaborative efforts within the school environment. According to Žydzūnaitė and Arce (2021), teachers who consistently exhibit supportive behaviors foster positive learning environments that enhance student engagement and socio-emotional development. Additionally, Pitt (2021) noted that teacher support is a key factor in motivating students and building resilience, especially in diverse and inclusive classrooms.

Table 2 Teaching Passion of Teachers in Terms of Supportiveness

No.	Statements	Mean	Descriptive Rating
1	Providing assistance to students who struggle with the curriculum.	3.53	Extensive
2	Offering emotional support to students facing personal challenges.	3.43	Extensive
3	Creating an inclusive classroom environment where every student feels valued.	3.54	Extensive
4	Building strong relationships with students to foster a positive learning atmosphere.	3.16	Moderately Extensive
5	Supporting colleagues in collaborative teaching efforts and professional development.	3.23	Moderately Extensive
Mean		3.38	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

The individual mean scores for this domain range from 3.16 to 3.54, with two items rated as moderately extensive and three as extensive. The highest-rated statement is Creating an inclusive classroom environment where every student feels valued with a mean of 3.54. Meanwhile, the lowest-rated item is “Building strong relationships with students to foster a positive learning atmosphere,” with a mean of 3.16, suggesting that efforts to form meaningful student-teacher bonds are present but less consistently practiced. This pattern reflects the findings of Pitt and Poortvliet (2021), who emphasized that while many teachers show care and inclusiveness, consistent relational support requires intentional effort and continuous development.

• Reflectiveness

On Table 3, the mean for the teaching passion of teachers in terms of reflectiveness is 3.42, interpreted as extensive. This suggests that teachers oftentimes engage in reflective practices aimed at improving instruction, analyzing their teaching effectiveness, and considering student feedback. The extensive rating indicates a well-established habit of self-assessment among teachers, which is crucial for professional growth and enhanced instructional quality. As noted by Farrell and Ives (2021), reflective teaching allows educators to make informed pedagogical decisions and respond adaptively to classroom dynamics. Also, Schonert-Reichl and Roeser (2020) emphasized that continuous reflection empowers teachers to evolve their practices, leading to deeper student engagement and learning success.

Table 3 Teaching Passion of Teachers in Terms of Reflectiveness

No.	Statements	Mean	Descriptive Rating
1	Analyzing the effectiveness of past lessons to improve future instruction.	3.61	Extensive
2	Reflecting on personal teaching practices to identify areas for growth.	3.25	Moderately Extensive
3	Considering student feedback when planning instructional strategies.	3.59	Extensive
4	Evaluating the impact of teaching methods on student engagement and understanding.	3.38	Moderately Extensive
5	Revising lesson plans based on reflective insights to enhance learning experiences.	3.27	Moderately Extensive
Mean		3.42	Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

The individual mean scores for this domain range from 3.25 to 3.61, spanning both moderately extensive and extensive descriptive levels. The highest-rated statement is Analyzing the effectiveness of past lessons to improve future instruction, with a mean of 3.61. In contrast, Reflecting on personal teaching practices to identify areas for growth received the lowest mean of 3.25. This observation aligns with the findings of Brown and Wilson (2021), who stated that while teachers generally recognize the value of reflection, structured opportunities and support systems are essential to deepen its impact.

- *Empathy*

In Table 4, the mean for teachers' teaching passion in terms of empathy is 3.22, indicating a moderately extensive

level. This suggests that teachers sometimes demonstrate empathetic behaviors, such as recognizing students' emotional needs and adjusting their teaching accordingly, though these practices are not yet consistently evident. The moderately extensive rating indicates an emerging, but not fully developed, culture of empathy in the classroom, underscoring the need for greater emphasis on social-emotional responsiveness in teaching. According to Warren (2020), empathetic teaching strengthens student-teacher relationships and fosters a supportive classroom climate conducive to learning. Similarly, Jennings and Greenberg (2019) noted that cultivating teacher empathy contributes to student well-being and academic success, particularly in diverse, emotionally complex school environments.

Table 4 Teaching Passion of Teachers in Terms of Empathy

No.	Statements	Mean	Descriptive Rating
1	Understanding students' perspectives to address their individual needs.	3.38	Moderately Extensive
2	Demonstrating compassion for students' personal and academic struggles.	3.17	Moderately Extensive
3	Recognizing the emotional challenges that students may face in the classroom.	3.20	Moderately Extensive
4	Adjusting teaching approaches to accommodate the emotional well-being of students.	3.18	Moderately Extensive
5	Responding sensitively to students' concerns and providing appropriate support.	3.15	Moderately Extensive
Mean		3.22	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

The individual mean scores in this domain range from 3.15 to 3.38, all falling within the moderately extensive category. The highest-rated statement is Understanding students' perspectives to address their individual needs with a mean of 3.38. Conversely, Responding sensitively to students' concerns and providing appropriate support received the lowest mean at 3.15. This aligns with the view

of Sullivan and Johnson (2020), who emphasized that while teachers recognize the importance of empathy, systemic pressures and limited training often constrain its practice. These findings suggest a need for targeted professional development focused on emotional intelligence and responsive classroom practices to elevate empathy as a core teaching value.

Table 5 Summary Teaching Passion of Teachers in Cluster 7 Public Secondary Schools in Davao City

No.	Statements	Mean	Descriptive Rating
1	Innovativeness	3.18	Moderately Extensive
2	Supportiveness	3.38	Moderately Extensive
3	Reflectiveness	3.42	Extensive
4	Empathy	3.22	Moderately Extensive
Overall Mean		3.30	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

Table 5 shows that the overall teaching passion of teachers in Cluster 7 Public Secondary Schools in Davao City obtained a mean score of 3.30, interpreted as moderately extensive, indicating that teachers sometimes demonstrate passion through innovativeness, supportiveness, reflectiveness, and empathy, although these behaviors are not consistently practiced. This finding suggests the need for sustained professional development and institutional support to strengthen teachers' passion and engagement. Frenzel (2020) emphasized that teaching passion is enhanced through supportive environments, reflective opportunities, and meaningful professional experiences, while Kim and Kim (2019) noted that teacher passion positively influences teaching effectiveness, student motivation, and instructional quality.

Among the four dimensions, reflectiveness recorded the highest mean (3.42, extensive), indicating that teachers regularly evaluate and improve their instructional practices. In contrast, innovativeness obtained the lowest mean (3.18, moderately extensive), suggesting that the adoption of creative teaching strategies and technologies remains inconsistent. These findings imply that while teachers are willing to reflect on their practice, additional institutional support and collaborative opportunities are needed to encourage innovation. This is consistent with Klassen and Tze (2021), who emphasized that school leadership and a

collaborative professional culture are essential in promoting innovative teaching practices.

➤ Retention of Public Secondary School Teachers

The retention of teachers in this study is measured in terms of job satisfaction, compensation and benefits, school climate and culture, and emotional and psychological well-being. The extent of this variable and its domain is presented in Tables 6-10.

• Job Satisfaction

On Table 6, the mean for the retention of teachers in terms of job satisfaction is 3.29, interpreted as moderately extensive. This suggests that teachers sometimes experience job satisfaction, but this sense of fulfillment is not yet consistently manifested across the profession. The moderately extensive rating reflects a partially stable yet evolving work climate where some aspects of the teaching profession contribute to retention, while others require strategic enhancement. According to Ingersoll and Strong (2019), moderate job satisfaction can lead to fluctuating retention patterns, especially when recognition and interpersonal dynamics are inconsistent. Similarly, Skaalvik and Skaalvik (2020) emphasized that teacher retention is often shaped by emotional engagement, peer support, and institutional appreciation, all of which must be actively cultivated to sustain motivation.

Table 6 Retention of Teachers in Terms of Job Satisfaction

No.	Statements	Mean	Descriptive Rating
1	Feeling fulfilled by making a positive impact on students' lives.	3.25	Moderately Extensive
2	Finding joy in daily teaching responsibilities and interactions with students.	3.22	Moderately Extensive
3	Experiencing contentment from achieving personal and professional teaching goals.	3.16	Moderately Extensive
4	Enjoying the collaborative environment with colleagues and school leadership.	3.27	Extensive
5	Valuing the recognition and appreciation received for teaching efforts.	3.56	Extensive
Mean		3.29	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Manifested; <i>Extensive</i> = Oftentimes Manifested; <i>Moderately Extensive</i> = Sometimes Manifested; <i>Less Extensive</i> = Seldom Manifested; & <i>Not Extensive</i> = Never Manifested			

The individual mean scores for this domain range from 3.16 to 3.56, spanning both moderately extensive and extensive ratings. The highest-rated statement is Valuing the recognition and appreciation received for teaching efforts, with a mean of 3.56. In contrast, the lowest-rated statement is Experiencing contentment from achieving personal and professional teaching goals, with a mean of 3.16. This aligns with the findings of Collie et al. (2021), who noted that while external appreciation can boost morale, long-term retention is significantly reinforced by internal fulfillment and goal attainment. These insights highlight the need for a dual approach: celebrating achievements while also investing in individual professional development and meaningful goal setting.

- *Compensation and Benefits*

On Table 7, the mean for the retention of teachers in terms of compensation and benefits is 3.36, interpreted as

moderately extensive. This suggests that while teachers sometimes express satisfaction with their compensation and benefits, this area remains a developing factor in influencing their decision to stay in the profession. The moderately extensive rating indicates that although some aspects of financial and benefits-related support are appreciated, there are lingering concerns about fairness and adequacy that could affect long-term retention. According to Sorensen and Ladd (2020), moderate satisfaction with compensation often contributes to retention instability, particularly when workload demands surpass perceived financial rewards. Likewise, Nguyen et al. (2021) stressed that transparent and competitive compensation frameworks are critical for teacher morale, motivation, and retention across educational institutions.

Table 7 Retention of Teachers in Terms of Compensation and Benefits

No.	Statements	Mean	Descriptive Rating
1	Feeling satisfied with the salary and financial rewards associated with teaching.	3.68	Extensive
2	Appreciating the benefits package, including health insurance and retirement plans.	3.50	Extensive
3	Recognizing the importance of financial stability provided by the teaching profession.	3.18	Moderately Extensive
4	Feeling that compensation is fair in relation to the workload and responsibilities.	3.30	Moderately Extensive
5	Considering the adequacy of compensation when deciding to remain in the teaching profession.	3.16	Moderately Extensive
Mean		3.36	Moderately Extensive
Legend: Very Extensive= Always Manifested; Extensive= Oftentimes Manifested; Moderately Extensive= Sometimes Manifested; Less Extensive= Seldom Manifested; & Not Extensive= Never Manifested			

The individual mean scores for this domain range from 3.16 to 3.68, spanning moderately extensive to extensive ratings. The highest-rated statement is Feeling satisfied with the salary and financial rewards associated with teaching, with a mean of 3.68. Meanwhile, the lowest-rated statement is Considering the adequacy of compensation when deciding to remain in the teaching profession, with a mean of 3.16. This finding aligns with Guarino et al. (2020), who observed that while base salaries may meet expectations, discrepancies in workload-to-compensation ratios often drive attrition.

- *School Climate and Culture*

On Table 8, the mean for the retention of teachers in terms of school climate and culture is 3.52, interpreted as extensive. This suggests that teachers oftentimes feel positively about the overall environment and cultural

dynamics within their schools, which supports their motivation to remain in the profession. The extensive rating indicates that strong administrative support, collaborative peer relationships, and a focus on professional growth are consistently observed, fostering a workplace conducive to long-term teacher commitment. According to Maxwell (2020), a supportive school climate enhances teacher efficacy and job satisfaction, which are key factors in retention. Similarly, Bettini et al. (2020) emphasized that inclusive school cultures and leadership attentiveness directly contribute to sustained teacher engagement and professional stability.

Table 8 Retention of Teachers in Terms of School Climate and Culture

No.	Statements	Mean	Descriptive Rating
1	Feeling supported by the school's administration and leadership.	3.43	Extensive
2	Experiencing a positive and collaborative atmosphere among colleagues.	3.77	Extensive
3	Appreciating the inclusive and respectful environment within the school.	3.28	Moderately Extensive
4	Valuing the school's commitment to professional development and growth opportunities.	3.71	Extensive
5	Feeling that the school's culture promotes student and teacher success.	3.43	Extensive
	Mean	3.52	Extensive
Legend: <i>Very Extensive</i> = Always Manifested; <i>Extensive</i> = Oftentimes Manifested; <i>Moderately Extensive</i> = Sometimes Manifested; <i>Less Extensive</i> = Seldom Manifested; & <i>Not Extensive</i> = Never Manifested			

The individual mean scores for this domain range from 3.28 to 3.77, spanning moderately extensive to extensive ratings. The highest-rated statement is Experiencing a positive and collaborative atmosphere among colleagues, with a mean of 3.77. Conversely, the lowest-rated statement is Appreciating the inclusive and respectful environment within the school, with a mean of 3.28. This finding aligns with the work of Kraft et al. (2019), who asserted that while collaboration boosts teacher satisfaction, ongoing efforts are needed to ensure cultural inclusiveness permeates all layers of school interaction. Strengthening policies on equity and diversity, coupled with sustained leadership support, can further solidify the retention value of school climate and culture.

• *Emotional and Psychological Well-Being*

On Table 9, the mean for the retention of teachers in terms of emotional and psychological well-being is 3.32, interpreted as moderately extensive. This indicates that teachers sometimes experience emotional and psychological support in their work environment, but such support is not consistently evident across all aspects of their professional life. The moderately extensive rating reflects a need for stronger initiatives to promote mental health, stress management, and overall well-being to help sustain teacher motivation and reduce burnout. According to Davis (2020), fostering emotional well-being among teachers contributes significantly to retention by enhancing job satisfaction and resilience. Moreover, Herman et al. (2022) highlighted that schools with comprehensive support systems for mental health tend to report lower attrition rates and stronger teacher morale.

Table 9 Retention of Teachers in Terms of Emotional and Psychological Well-Being

No.	Statements	Mean	Descriptive Rating
1	Feeling emotionally supported by the school community.	3.57	Extensive
2	Managing stress effectively with the help of the school's resources and support systems.	3.16	Moderately Extensive
3	Experiencing a healthy work-life balance that supports psychological well-being.	3.11	Moderately Extensive
4	Feeling that the school environment contributes positively to mental health.	3.13	Moderately Extensive
5	Recognizing the importance of emotional well-being in maintaining teaching passion.	3.61	Extensive
	Mean	3.32	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Manifested; <i>Extensive</i> = Oftentimes Manifested; <i>Moderately Extensive</i> = Sometimes Manifested; <i>Less Extensive</i> = Seldom Manifested; & <i>Not Extensive</i> = Never Manifested			

The individual mean scores for this domain range from 3.11 to 3.61, spanning moderately extensive to extensive ratings. The highest-rated statement is Recognizing the importance of emotional well-being in maintaining teaching passion, with a mean of 3.61. On the other hand, the lowest-rated statement is Experiencing a healthy work-life balance that supports psychological well-being, with a mean of 3.11. This observation echoes the findings of Skaalvik and Skaalvik (2018), who emphasized that insufficient work-life balance is a key factor in teacher stress and early exit from the profession. Enhancing work conditions and providing targeted wellness programs may help strengthen emotional and psychological support, ultimately fostering long-term teacher retention.

On Table 10, the overall mean for the retention of teachers in Cluster 7 Public Secondary Schools in Davao

City is 3.37, interpreted as moderately extensive. This suggests that while teachers occasionally experience satisfaction, adequate compensation, supportive culture, and well-being in their professional setting, these aspects are not consistently or strongly manifested. The moderately extensive rating implies that although retention factors are present, they require strengthening to ensure long-term commitment and stability in the teaching workforce. According to Johnson and Sondergeld (2020), moderate levels of teacher retention are often linked to systemic gaps in support mechanisms, career advancement, and well-being programs. In addition, Myers and Vaux (2021) emphasized the role of cohesive school environments and proactive leadership in transforming moderate retention climates into high-performing and sustainable educational ecosystems.

Table 10 Summary Retention of Teachers in Cluster 7 Public Secondary Schools in Davao City

No.	Statements	Mean	Descriptive Rating
1	Job Satisfaction	3.29	Moderately Extensive
2	Compensation and Benefits	3.36	Moderately Extensive
3	School Climate and Culture	3.52	Extensive
4	Emotional and Psychological Well-being	3.32	Moderately Extensive
Overall Mean		3.37	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Manifested; <i>Extensive</i> = Oftentimes Manifested; <i>Moderately Extensive</i> = Sometimes Manifested; <i>Less Extensive</i> = Seldom Manifested; & <i>Not Extensive</i> = Never Manifested			

Among the indicators, School Climate and Culture received the highest rating of extensive, indicating that a positive atmosphere and collaborative environment are the most evident contributors to retention. This reflects the value teachers place on collegiality, administrative support, and an inclusive culture that enhances daily teaching experiences. Conversely, Job Satisfaction scored the lowest with a mean of 3.29, pointing to areas that require targeted interventions, particularly in enhancing teaching motivation, recognition, and meaningful work engagement. This aligns with the findings of Robalino and Köhler (2020), who noted that teacher retention improves significantly when professional satisfaction is supported through recognition, autonomy, and alignment of roles with personal goals. Strengthening these domains collectively can enhance teacher retention and foster more committed and resilient educators across the district.

➤ *Organizational Support for Professional Learning in Cluster 7 Public Secondary Schools in Davao City*

On Table 11, the overall mean for organizational support for professional learning in Cluster 7 Public Secondary Schools in Davao City is 3.28, interpreted as moderately extensive. This indicates that while schools sometimes offer support for teacher development, such support is not yet consistently observed or fully institutionalized across all areas. The moderately extensive rating suggests a growing, but still uneven, commitment to fostering continuous professional learning within the school system. According to Myers and Vaux (2021), sustained and meaningful professional learning is best achieved when organizational structures routinely prioritize and embed teacher development into the school culture. In support, Harrison and Killion (2021) emphasized that schools must create structured and supportive environments where professional learning is seen as an integral and shared responsibility.

Table 11 Summary on Organizational Support for Professional Learning in Cluster 7 Public Secondary Schools in Davao City

No.	Statements	Mean	Descriptive Rating
1	Valuing the availability of professional development opportunities provided by the school.	3.12	Moderately Extensive
2	Feeling supported by the administration in pursuing further educational qualifications or certifications.	3.11	Moderately Extensive
3	Appreciating the resources allocated for attending workshops, seminars, and training sessions.	3.16	Moderately Extensive
4	Recognizing the importance of ongoing professional learning for improving teaching practices.	3.40	Extensive
5	Experiencing encouragement from the school to participate in collaborative learning communities.	3.64	Extensive
6	1. Receiving constructive feedback and guidance from school leaders on professional growth and development.	3.23	Moderately Extensive
Mean		3.28	Moderately Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed			

The individual mean scores range from 3.11 to 3.64, with most items falling within the moderately extensive category. The highest-rated item is *Experiencing encouragement from the school to participate in collaborative learning communities*, with a mean of 3.64. In contrast, the lowest-rated item is *Feeling supported by the administration in pursuing further educational qualifications or certifications*, with a mean of 3.11. This supports the findings of Bennett and Bartholomew (2020), who noted that while schools often encourage day-to-day learning activities, they frequently lack systemic frameworks for long-term academic advancement. Strengthening administrative encouragement and allocating

resources for external learning opportunities could significantly enhance the professional growth landscape for teachers in the district.

➤ *Relationship Among Teaching Passion, Retention, and Organizational Support, for Professional Learning in Cluster 7, Public Secondary Schools in Davao City*

The results on the analysis on the relationship among teaching passion, retention, and organizational support for professional learning among secondary school teachers are presented. Bivariate correlation analysis using Pearson product moment correlation was utilized to determine the relationship among the variables mentioned.

Table 12 Relationship Among Teaching Passion, Retention, and Organizational Support for Professional Learning in Cluster 7 Public Secondary Schools in Davao City

Variables	Retention	Organizational Support for Professional Learning
Teaching Passion	0.814**	0.711**
	0.000	0.000
	Reject H0	Reject H0
Retention	1	0.691**
		0.000
		Reject H0
*Significant @ $p < 0.05$		
Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r = 0.00$		

The results revealed strong and significant positive relationships among the study variables, leading to the rejection of all null hypotheses. Teaching passion was strongly associated with teacher retention ($r = 0.814$, $p = 0.000$), indicating that teachers with higher levels of innovativeness, supportiveness, reflectiveness, and empathy are more likely to remain committed to the profession. This finding supports Van den Berg and Ros (2023), who emphasized that teaching passion enhances job satisfaction and commitment, and Gonzales and Ong (2024), who identified intrinsic motivation as a key factor in teacher retention.

Similarly, teaching passion was significantly related to organizational support for professional learning ($r = 0.711$, p

$= 0.000$), while organizational support was also strongly associated with teacher retention ($r = 0.691$, $p = 0.000$). These findings suggest that teachers who are passionate about their work are more likely to engage in professional learning, and those who perceive stronger organizational support are more likely to remain in the profession. This is consistent with the studies of Guskey (2021), Sims and Fletcher-Wood (2020), Knight (2021), and Desimone and Garet (2019), which emphasized the role of meaningful professional development in strengthening teacher commitment and retention.

➤ *Mediating Effect of Organizational Support for Professional Learning on the Relationship Between Teaching Passion and Retention of Teachers*

Table 13 Mediating Effect of Organizational Support for Professional Learning on the Relationship Between Teaching Passion and Retention of Teachers Among Cluster 7 Public Secondary Schools in Davao City

Path Coefficients					
Steps		Estimate	Std. Error	z-value	p-value
(Step 1) TP → Re		0.784	0.056	14.104	< .001
(Step 2) OSP → Re		0.229	0.048	4.763	< .001
(Step 3) TP → OSP		0.828	0.047	17.581	< .001
Step 4 (Parameter Estimates)					
Effect Type	Parameter Estimates	Estimate	Std. Error	z-value	p-value
Indirect Effect Components	TP → OSP → Re	0.190	0.041	4.597	< .001
Direct Effect	TP → Re	0.784	0.056	14.104	< .001
Total Effect	TP → Re	0.974	0.040	24.190	< .001
Ratio Index = 0.1950					
Sobel z-Test value = 4.6049, $p=0.0000026$					
Legend: TP = Teaching Passion; Re = Teaching Retention; & OSP = Organizational Support for Professional Learning					

The mediation analysis revealed that teaching passion has a strong and significant direct effect on teacher retention (estimate = 0.784, $z = 14.104$, $p < .001$), while also significantly predicting organizational support for professional learning (estimate = 0.828, $z = 17.581$, $p < .001$). Likewise, organizational support significantly predicted teacher retention (estimate = 0.229, $z = 4.763$, $p < .001$). These findings indicate that organizational support for professional learning strengthens the positive influence of teaching passion on teacher retention, confirming its mediating role.

The results further established a partial mediation effect, as the indirect effect of teaching passion on teacher retention through organizational support was significant (estimate = 0.190, $z = 4.597$, $p < .001$), while the direct effect remained strong and significant. The Sobel z-test (4.6049, $p = 0.0000026$) and the ratio index (0.1950) confirmed that organizational support for professional learning mediated 19.5% of the total effect of teaching passion on teacher retention. These findings suggest that while teaching passion remains the primary factor influencing retention, strengthening professional learning support can further enhance teachers' commitment to remain in the profession (Borko & Koellner, 2020; Vangrieken & Meredith, 2020).

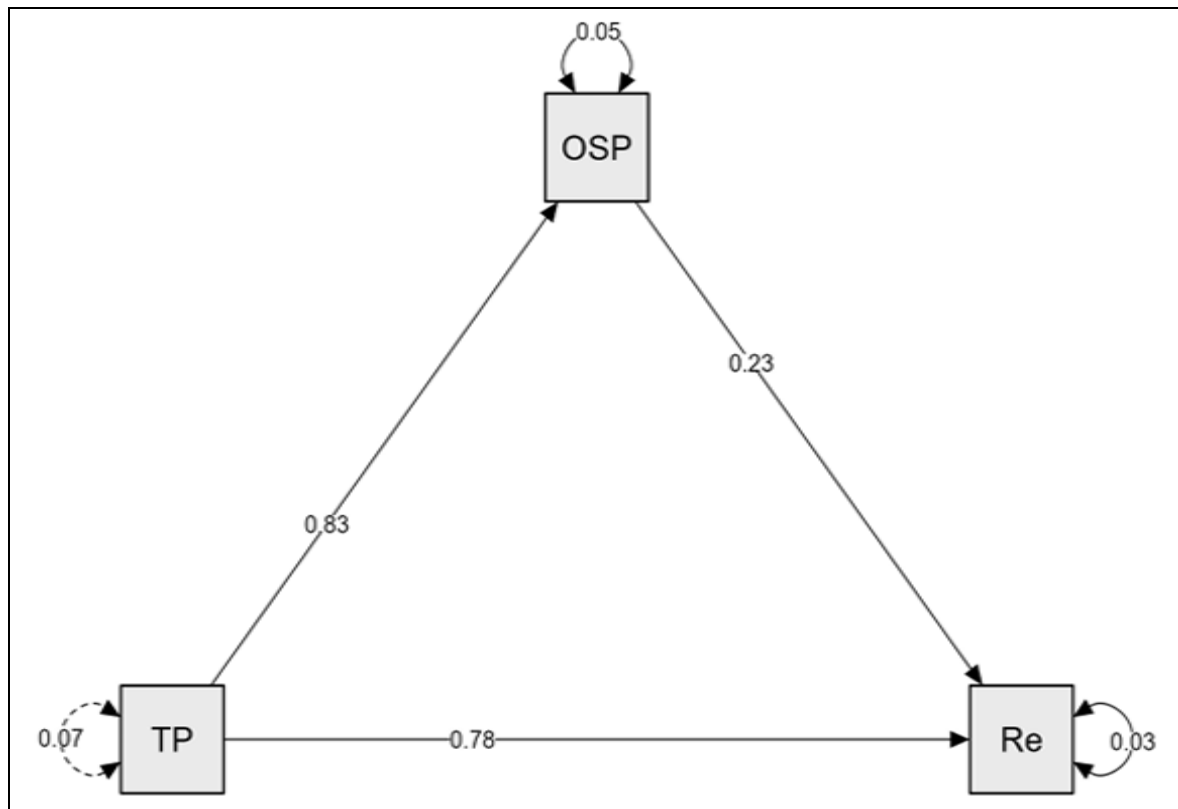


Fig 2 Mediation Model

These findings support the Job Demands-Resources (JD-R) Model by Bakker and Demerouti (2007), which posits that personal resources (such as teaching passion) and job resources (like professional learning support) jointly promote positive job outcomes, such as retention. The results also align with the Social Exchange Theory (SET) by Blau (1964), wherein organizational investment in teacher development builds reciprocal commitment and loyalty among educators. Finally, the Self-Determination Theory (SDT) by Deci and Ryan (1985) is supported as well, emphasizing how autonomous motivation, fostered by passion and institutional support, leads to greater job satisfaction and sustained engagement in the teaching profession.

IV. CONCLUSIONS AND RECOMMENDATIONS

➤ Conclusion

Based on the findings, the study concludes that teaching passion, teacher retention, and organizational support for professional learning among teachers in Cluster 7 Public Secondary Schools in Davao City are all moderately extensive. Teachers frequently demonstrate reflective practices but show relatively lower levels of innovativeness. Likewise, while the school climate and culture support teacher retention, job satisfaction remains the weakest dimension. Organizational support is evident through collaborative learning and recognition of continuous learning, although support for pursuing further education requires improvement.

The study also concludes that teaching passion, teacher retention, and organizational support for professional learning are significantly and positively related. Teachers who are more passionate about their profession and perceive stronger organizational support are more likely to remain committed to teaching. These findings highlight the importance of integrating teacher motivation with institutional support systems to strengthen retention and professional growth.

Finally, the mediation analysis confirms that organizational support for professional learning partially mediates the relationship between teaching passion and teacher retention. This indicates that while teaching passion remains the primary driver of retention, professional learning support further enhances teachers' commitment to remain in the profession. The findings support the Job Demands-Resources (JD-R) Model, Social Exchange Theory (SET), and Self-Determination Theory (SDT), emphasizing that sustained organizational support and professional development contribute to teacher well-being, motivation, and long-term retention.

➤ Recommendations

Based on the findings, it is recommended that DepEd officials and school leaders strengthen innovation-focused professional development, mentorship, and support for teachers pursuing graduate studies or professional certifications to enhance teaching practices and promote lifelong learning. Schools should also prioritize structured wellness programs, psychological support, and work-life

balance initiatives to improve teachers' emotional well-being and job satisfaction.

Furthermore, future researchers are encouraged to investigate other variables, such as teacher motivation and school leadership style, that may influence teacher retention. Since organizational support for professional learning was found to partially mediate the relationship between teaching passion and retention, strengthening institutional support systems is essential to sustaining teacher commitment and improving long-term retention.

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