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INSTRUCTIONAL SUPPORT AND TECHNOLOGY INTEGRATION ON TEACHERS' RETENTION IN PRIVATE SCHOOLS

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ABSTRACT

This study examines the influence of instructional support and technology integration on teacher retention in private schools. The participants were 235 teachers from private schools in Bukidnon, Northern Mindanao, during the 2025–2026 school year. The researcher used a descriptive-correlational design. Utilizing weighted means to estimate the level of each variable, Pearson product-moment correlation to assess how the variables are related, and multiple regression to determine which factors best predict retention.

The results show that instructional support is very high, technology integration is moderate, and teachers' intent to stay is high. The correlation results show strong, significant relationships between instructional support and technology integration, and between instructional support and teacher retention. The regression analysis shows that attitude toward technology is the strongest predictor of retention, while instructional support also plays a small positive role. Interestingly, self-efficacy shows a negative relationship with retention, meaning teachers who feel very confident in their abilities sometimes leave sooner, possibly because they have more options elsewhere.

In summary, teachers' retention in private schools depends on their positive attitudes toward technology and the support they receive from school leaders. Schools should offer enjoyable, practical technology training, hold regular check-ins between school heads and teachers, and create mentorship programs to help build strong, well-supported staff. These steps can help schools retain good teachers longer. Future research could examine public schools or include other important factors, such as salary and benefits, to get a fuller picture of what keeps teachers in their jobs.

Keyword: instructional support, technology integration, teachers' retention, attitude towards technology, self-efficacy

1. INTRODUCTION

The retention of qualified educators has emerged as a paramount challenge within the global academic landscape. Contemporary pedagogical research indicates a troubling trend: approximately 50% to 60% of early-career teachers leave the profession within their first 5 years of service (Ajani, 2025; Taylor, 2025). This "revolving door" phenomenon, characterized by high turnover and low professional endurance, is no longer an isolated Western issue. Within the Asian educational context, local systems are confronting a critical gap in the teacher workforce, a crisis driven by systemic attrition and declining interest among youth in pursuing teaching as a lifelong vocation (Villanueva, 2024; Martinez, 2025).

In the Philippines, the "retention crisis" has reached a critical juncture, particularly within non-government educational entities. Recent 2025 academic data position the country as a regional leader in voluntary teacher turnover, with rates rising to nearly 20% in certain subsectors (Aon, 2025). This instability is disproportionately felt within private educational institutions. While the national average for education-related turnover in the public sector remains relatively stable at 7.5% to 8.3% (PSA, 2021), private institutions have struggled with a significantly higher rate of 17.6% (Saldevia & Villanueva, 2025). Locally, in the provinces of

Northern Mindanao, private schools consistently lose their most experienced faculty to the higher salary grades and security of tenure offered by the Department of Education (DepEd) or to international teaching opportunities. This constant migration of talent undermines the internal consistency of private schools, making it a matter of institutional survival to identify factors that foster long-term commitment despite the wage gap.

In the private sector, where resources are often managed under tighter budgetary constraints than in the public sector, the quality of instructional support is a primary driver of employee retention. Academic literature suggests that when teachers perceive a robust "supportive climate"—defined by regular constructive feedback, an active mentor, and adequate instructional resources—their likelihood of leaving diminishes. Longitudinal research by Ronfeldt and McQueen (2017) confirms that structured administrative support can reduce the probability of teacher attrition by nearly half.

In the Philippine setting, a recent master's study conducted in Isabela emphasizes that professional growth is a stronger anchor than salary alone; when teachers feel they are evolving in their craft under the guidance of a supportive school head, their institutional loyalty increases (Tambuyat, 2022). This suggests that for private school administrators, leadership must shift from a purely evaluative function to a collaborative model. For private schools in Mindanao, the "human element" of instructional leadership becomes the primary mechanism for teacher retention. When an educator feels that their professional development is a priority for the school administration, the sense of isolation often associated with classroom management in private settings is replaced by a sense of belonging and professional efficacy.

The modern classroom has undergone a rapid digital transformation, and for private schools, technology integration often serves as a key differentiator. However, technology functions as a "double-edged sword." When teachers are forced to adopt digital platforms and pedagogical apps without sufficient technical scaffolding, it leads to "technostress" and eventual burnout, a common cause for resignation in tech-heavy private institutions. Conversely, when technological tools are integrated thoughtfully, they can streamline administrative tasks, reduce clerical burdens, and significantly enhance student engagement.

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A comprehensive doctoral dissertation by Chen (2021) revealed that teachers are significantly more likely to remain in their positions when their institution provides a reliable digital support system and ongoing technical training. Furthermore, research from 2024 indicates that consistent professional development in digital competencies allows teachers to feel more "future-ready" (Santos, 2024). In the post-pandemic academic environment of the 2025-2026 school year, a teacher's digital fluency is a core competency. Private schools that fail to support this transition risk alienating their staff, leading them to the public sector, while those that prioritize technology as a support mechanism create a more sustainable and modern work environment.

Specifically, in Bukidnon, private schools face a unique set of socio-economic pressures that exacerbate the retention problem. The "Pull Factor" of neighboring public schools, offering higher benefits, permanent tenure, and specialized government bonuses, creates a massive competitive disadvantage for private school administrators. Consequently, many private schools in the region have inadvertently become "training grounds" where novice teachers gain experience only to leave for public service once they become proficient. This cycle of recruitment and resignation disrupts students' academic continuity and places a heavy financial burden on private school owners, who must continually invest in retraining new staff.

Despite the recognized importance of instructional leadership and technological support, there is a notable gap in local graduate-

level research examining how these two variables interact specifically within Bukidnon's private school sector. Most existing studies focus on the private school experience, which operates under different administrative frameworks. There is a pressing need for this localized study to investigate whether a combination of high-touch instructional support and high-tech integration can serve as a viable strategy to mitigate teacher migration to the public sector during the 2025-2026 academic year.

This study is designed to bridge the existing empirical gap by investigating the intersection of instructional support and technology integration as determinants of teacher retention. By focusing on private schools in Bukidnon, the research aims to provide a nuanced understanding of how the institutional environment, rather than just salary, influences teachers' decisions to stay.

1.1.Statement of the Problem

This study aimed to determine the influence of instructional support and technology integration on teacher retention among private schools in Bukidnon during the School Year 2025–2026.

Specifically, it seeks to answer the following questions:

1. What is the level of instructional support provided to teachers in terms of:

   a. Perceived Instructional Leadership of School Head as a Resource Provider;

   b. Perceived Instructional Leadership of School Head as an Instructional Resource;

   c. Perceived Instructional Leadership of School Head as a Communicator; and

   d. Perceived Instructional Leadership of School Head as a Visible Leader

2. What is the level of technology integration of teachers in terms of:

   a. Technological Knowledge;

   b. Pedagogical Skills;

   c. Self- Efficacy;

   d. Attitudes Towards Technology; and

   e. Instructional Support

3. What is the level of teacher retention in schools in terms of:

   a. Compensation;

   b. Administrative Support;

   c. Working Conditions; and

   d. Professional Growth

4. Is there a significant relationship between: teachers' retention and:

   a. Institutional support; and

   b. Technology integration?

5. What variable, singly or in combination, predicts teachers' retention?

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive-correlational research design to examine the relationships between instructional support, technology integration, and teachers' retention in private secondary schools. This approach allowed for the systematic observation and measurement of variables in their natural environment without experimental manipulation.
This study employed a descriptive-correlational research design to examine relationships between Instructional Support, Technology Integration, and Teachers' Retention in private schools in Bukidnon.

2.2. Locale of the Study

This study was conducted within private educational institutions across the province of Bukidnon. These areas represented the diverse socio-economic and educational landscape of Northern Mindanao. The study encompassed a wide range of private schools, including sectarian institutions managed by religious orders and non-sectarian integrated schools located in urban hubs like Valencia City and in the developing municipalities of the Third District, such as Maramag, Don Carlos, and Dangcagan. These locations were selected as the research locale for several strategic reasons, including Socio-Economic and Educational Diversity, Geographic Influence on Infrastructure, and Strategic Focus on Digital Transition. By choosing these locales of the study, the study yielded empirical insights highly relevant to

the realities of private education in Bukidnon, where geographic and economic factors play a decisive role in both resource management and long-term teacher retention.

2.3. Respondents of the Study

The respondents in this study were 235 teachers currently working in selected private schools in Bukidnon. These people were considered the primary source of data because they were the direct beneficiaries of the instructional leadership initiatives and the direct users of the school's technological infrastructure. To get a representative analysis, the study included teachers from different levels, namely the Elementary, Junior High School, and Senior High School departments. By collecting data from this group of 235 teachers, the study aimed to obtain a representative sample of the private teaching force in Bukidnon. With a sample size of 235, the study had sufficient data to establish significant patterns and correlations between the support variables and teachers' commitment to their respective schools.

2.4. Research Instruments

This study utilized a structured, self-administered survey to collect primary data on the study's variables: instructional support, technology integration, and teacher retention. To ensure the instruments were contextually appropriate for the private school landscape in Bukidnon, the survey instruments have been formally adopted from established research.

A. Instructional Support

Instructional Support indicators capture teachers' perceptions of administrative guidance, adapted from Battad (2024), to determine the perceived level of leadership support provided to teachers across four dimensions: Resource Provider, Instructional Resource, Communicator, and Visible Leader, comprising a total of 40 items.

B. Technology Integration

This instrument is formally adapted from the study by Granaderos (2025), titled "Technology integration, collaborative cohesion, and feedback mechanisms on teachers' instructional delivery skills in local universities and colleges." It evaluates the strategic use of digital tools and software to enhance the learning process.

C. Teacher Retention

The instrument used to measure teachers' intent to remain in their current positions was the Teacher Retention Scale, adapted from Anog, de Vera, and Peteros (2024). This scale measures retention through four critical dimensions: Compensation, Administrative Support, Working Conditions, and Professional Growth. The items were based on the foundational Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979).

2.5. Data Gathering Procedure

The data-gathering process followed a clear, organized approach to ensure the information from the 235 respondents was valid and reliable. The process had three main phases: preliminary, administration, and post-collection. Before collecting data, the researcher obtained formal approval letters from the School Principals and Directors of the selected private schools in Bukidnon. The letter explained the study's purpose and asked for permission to include their faculty as respondents. In the administration phase, the researcher either visited schools or coordinated online with school representatives to distribute the survey questionnaires. Because the schools were spread out across Bukidnon, both in-person and online methods were used. Each respondent was provided with an Informed Consent form, which explained the study's goals and confirmed that participation was voluntary. Teachers also received clear instructions on using the Likert scales for the sections on instructional leadership, technology use, and retention intent, including data collection and tabulation. For the 235 samples, data from digital forms was exported to a spreadsheet, while physical survey data was manually entered. Each questionnaire was checked for completeness; any survey with significant missing data was excluded to maintain the integrity of the statistical results. The finalized dataset was then prepared for statistical analysis using specialized software to test the research hypotheses.

Statistical Techniques

To analyze data from 235 respondents, descriptive statistics (weighted means) were used to summarize instructional support, technology integration, and demographics. Inferential statistics included Pearson's r for correlations between variables and multiple regression to identify predictors of teacher retention.

3. RESULTS AND DISCUSSIONS

3.1. Instructional Support to Teachers

Table 1 presents the instructional support from school heads, as perceived by teachers. The overall mean is 3.54, rated "always and interpreted as "very high".

Table 1. Mean Scores of Instructional Support of School Heads as perceived by teachers

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
1. Visible Leader	3.83	Always	Very High Level of Support
2. Instructional Resource	3.71	Always	Very High Level of Support
3. Resource Provider	3.64	Always	Very High Level of Support
4. Communicator	3.00	Sometimes	High Level of Support
OVERALL	3.54	Always	Very High Level of Support

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.26-4.00	Always	Very High Level of Support
3	2.51-3.25	Sometimes	High Level of Support
2	1.76-2.50	Seldom	Moderate Level of Support
1	0.00-1.75	Never	Low Level of Support

Visible Leader scored highest, showing school heads were most visible in parent meetings, feedback, and accessibility. Instructional resource ranked second, reflecting effective help in program evaluation and training. Communicator was lowest, suggesting room for improvement in trust-building discussions and meetings.

The Very High overall rating means school heads provided substantial support that likely aids teacher performance and retention. The communicator gap may limit collaborative improvements, but strengths in visibility and resources form a solid base.

This aligns with Buena (2025), who found school heads' support to be crucial for teachers' classroom practice in the Malinao District. Dela Cruz et al. (2023) linked collaboration to teaching effectiveness. Gumapac et al. (2025) tied instructional support to productivity in Bukidnon.

3.2. Technology Integration of Teachers

Table 2 shows technology integration levels among 235 teachers, with an overall mean of 3.26, rated Undecided and Moderate. This indicates average integration, held back by weak skills despite positive mindsets.

Table 2. Mean Scores of Technology Integration of Teachers

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
Self – Efficacy	3.89	Strongly Agree	High Integration
Attitude Towards Technology	3.85	Strongly Agree	High Integration
Instructional Support	3.25	Undecided	Moderate Integration
Technological Knowledge	2.90	Undecided	Moderate Integration
Pedagogical Skills	2.43	Undecided	Moderate Integration
OVERALL	3.26	Undecided	Moderate Integration

Scale	Range	Descriptiv
5	4.51-5.00	Strongly A

4	3.51-4.50	Agree
3	2.51-3.50	Undecide
2	1.00-2.50	Disagree
1	0.00-1.75	Strongly I

Self-Efficacy (M=3.89; Agree, High Integration) and Attitude Towards Technology (M=3.85; Agree, High Integration) were the strongest, indicating that teachers believed in the value of technology, felt motivated, and were confident in the basics. Instructional Support (M=3.25; Undecided, Moderate Integration), Technological Knowledge (M=2.90; Undecided, Moderate Integration), and Pedagogical Skills (M=2.43; Disagree, Low Integration) were weaker, revealing gaps in training, resources, advanced knowledge, and teaching methods.

The Moderate overall rating indicates that integration is possible but is limited by shortages of support and skills. High self-efficacy offers potential; addressing infrastructure, pedagogy, and professional development could elevate it to High or Very High integration, improving retention through empowered teaching.

This aligns with Tan et al. (2025), who found moderate technology integration among Northern Samar teachers due to infrastructure and training barriers. Gargar et al. (2025) reported similar moderate levels in Misamis Oriental, with positive attitudes but weak support. Espinosa et al. (2023) highlighted varying educational technology (EdTech) adoption in Philippine schools, stressing leadership and competencies.

3.3. Teachers' Retention

Table 3 reflects teachers' retention levels. The overall mean is 3.88, implying high intent to stay.

Table 3. Mean scores Teachers' Retention

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
Professional Growth	3.92	Agree	High Intent to Stay
Working Conditions	3.88	Agree	High Intent to Stay
Compensation	3.88	Agree	High Intent to Stay
Administrative Support	3.85	Agree	High Intent to Stay
OVERALL	3.88	Agree	High Intent to Stay

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Intent to Stay
4	3.51-4.50	Agree	High Intent to Stay
3	2.51-3.50	Undecided	Moderate Intent to Stay
2	1.00-2.50	Disagree	Low Intent to Stay
1	0.00-1.75	Strongly Disagree	Very Low Intent to Stay

Professional Growth scored highest, showing that training and mentorship were key. Working conditions and compensation are closely linked and highly rated, reflecting a strong culture and competitive pay. Administrative support is also indicating solid leadership.

The High overall rating signals low turnover risk. Balanced strengths across factors create fulfillment; sustaining them supports retention.

This result is supported by Lumocso et al. (2024), who found that professional development strongly influenced retention through satisfaction (r = 0.72) in private schools in Cebu, emphasizing the importance of training. Prudente et al.

(2024) reviewed PD programs in the Philippines, highlighting their role in skill-building and retention. Santiago II (2025) linked growth opportunities, such as mentorship, to higher commitment and lower turnover in public schools.

3.4. Correlation Analysis of the Variables

Table 4 presents Pearson correlation coefficients between Instructional Support (IS), Technology Integration (TI), and Teachers' Retention (TR). Key significant correlations ($p < 0.01$): IS overall (r = .241**), Communicator (r = .174**), Instructional Resource (r = .464**), Visible Leader (r = .178**), TI overall (r = .236**), Self-Efficacy (r = .504**), Attitude (r = .584**), Technological Knowledge (r = -.137**), Pedagogical Skills (r = -.324**), Resource Provider (r = -.167**). The Instructional Support sub-scale has a TI of .318**.

Table 4: Correlation coefficient of Instructional Support and Technology Integration on Teachers' Retention in private schools

VARIABLES	CORRELATION COEFFICIENT (r)	P-value
INSTRUCTIONAL SUPPORT	.241	.000**
Resource Provider	-.167	.010**
Communicator	.174	.007**
Instructional Resource	.4.64	.000**
Visible Leader	.178	006**
Technology Integration	.236	.000**
Technological Knowledge	-.137	.036**
Pedagogical Skills	-.324	.000**
Self-Efficacy	.504	.000**
Attitude Towards Technology	.584	000**
Instructional Support	.318	000**

**. Correlation is significant at the 0.01 level (2-tailed).

ns – not significant

The good connections show that Instructional Support parts, such as Instructional Resource and Visible Leader, along with good Technology Integration parts, such as Self-Efficacy and Attitude, help teachers stay longer (r from 0.174 to 0.584). The negative correlations for Resource Provider (r=-0.167), Tech Knowledge (r=-0.137), and Pedagogical Skills (r=-0.324) indicate that, when these are lower, teachers stay longer. This might be because basic levels are all teachers need. Too many advanced skills may not add value or could add stress. The strongest positive connections are Attitude (r=0.584) and Self-Efficacy (r=0.504), meaning liking tech and feeling good about skills, which best keep teachers.

The positive connections show that Instructional Support components, such as Instructional Resource and Visible Leader, and strong Technology Integration components, such as Self-Efficacy and Attitude, help teachers stay longer (r = 0.174 to 0.584). Nueva (2019) notes that admin support and tech training boost job satisfaction in Philippine schools.

Weak connections for Resource Provider (r=-0.167), Tech Knowledge (r=-0.137), and Pedagogical Skills (r=-0.324) indicate that lower levels are linked to teachers staying. Basic skills suffice—extra may stress without help. Rosales (2021) shows that ongoing training needs balance to cut turnover in the Philippines.

The strongest positive ones are Attitude (r=0.584) and Self-Efficacy (r=0.504), so liking technology and feeling skilled help keep teachers at their best. Morastil et al. (2024) link self-efficacy to passion and staying in Philippine public schools.

3.5. Regression Analysis of the Study

Table 5 presents a regression analysis of how the instructional support (IS) and technology integration (TI) components predict teachers' retention (TR) in private schools. The model fits well: R = .657 indicates a 66% link strength; R^2 = .431 indicates it explains 43% of the variance in

TR changes; F = 58.377 (p = 0.000) indicates statistical significance.

Table 5: Regression Analysis on Instructional Support and Technology Integration on Teachers' Retention in Private School Teachers

Model	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS		
	B	STS ERROR	BETA	T	Sig.
(Constant)	2.364	.553		4.272	.000
Technology Integration					
Attitude Towards Technology	.873	.270	.234	6.943	.000
Instructional Support	.069	.016	.224	4.454	.000
Self-efficacy	-1.524	.077	-.716	-4.034	.000
R= .657	R^2= .431		F = 58.377.	P= 0.000	

Attitude to technology (X1) boosts teachers retention by 0.873 (beta=.234, p=.000), liking technology helps stay most. IS (X2) adds 0.069 (beta = .224, p = .000)—boss help keeps teachers. Self-efficacy (X3) cuts TR by 1.524 (beta =- .716, p = .000)—high confidence is linked to leaving, maybe for better spots.

Positive Attitude and IS mean good tech views and leader support explain 43% of why teachers stay. Self-efficacy's negative effect shows that overconfidence may push moves. Schools should foster positive feelings toward tech and provide daily support. Opez et al. (2025) state that key factors, such as pay and growth, help PH private school teachers stay. Gubac et al. (2024) find that job joy and school tie link to retention in Cebu private schools. Lim et al. (2020) note that strong relationships with co-workers and bosses boost retention in private schools in Bohol.

Y = 2.364 + 0.873X1 + 0.069X2 + (-1.524X3)

Where:

Y = Teachers' Retention

X1 = Attitude Towards Technology (Technology Integration)

X2 = Instructional Support (Technology Integration)

X3 = Self-Efficacy (Technology Integration)

4. CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions and recommendations.

4.1. Conclusion

Based on the results of the study, the following conclusions were drawn:

1. The level of instructional support provided by school heads is very high, with teachers perceiving school heads most strongly as visible leaders and instructional resources. The communicator dimension was the weakest area, showing room for improvement in trust-building discussions and regular meetings with teachers.
2. The level of technology integration among teachers is moderate, with self-efficacy and attitude towards technology rated high. However, technological knowledge, pedagogical skills, and instructional support for technology were moderate to low, revealing gaps in training and teaching methods with technology.
3. The level of teacher retention is high, with professional growth as the strongest factor, followed by working conditions, compensation, and administrative support. This indicates that teachers have a strong intent to remain at their current private schools.
4. There is a significant relationship between teachers' retention and both instructional

support and technology integration. Attitude towards technology and self-efficacy show the strongest positive correlations with retention, meaning teachers who feel positive about technology and confident tend to stay longer.

5. The attitude towards technology is the strongest positive predictor of teachers' retention, followed by instructional support, while self-efficacy shows a negative predictive relationship. These positive technology attitudes and leader support keep teachers from looking for another job.

4.2. Recommendations

The following recommendations arise from the study findings in private schools:

1. School administrators may continue to strengthen their role as visible leaders and instructional resources by maintaining regular classroom observations, providing timely feedback, and being accessible to teachers. They should also improve their communication role by holding trust-building discussions, consistent meetings, and open channels for teacher concerns.
2. School administrators may provide more hands-on, engaging technology training focused on building pedagogical skills and technological knowledge. Professional development programs should address the gaps in advanced technology use and teaching methods to help teachers integrate technology more effectively in their classrooms.
3. School owners may sustain the factors that contribute to high teacher retention, including offering competitive compensation, maintaining positive working conditions, providing administrative support, and creating clear pathways for professional growth through mentorship and training programs.
4. School administrators may create positive attitudes toward technology by making technology training enjoyable, practical, and relevant to daily teaching. Highlighting the benefits of technology and providing encouragement can help teachers develop stronger positive feelings toward using digital tools in instruction.
5. School administrators may balance self-efficacy development with retention support by recognizing confident teachers and offering them growth opportunities within the school, such as leadership roles or mentorship positions, to reduce the likelihood of them seeking opportunities elsewhere.
6. Future researchers may consider conducting similar studies in public schools to compare findings across school types. They may also include additional variables such as salary, benefits, workload, and job satisfaction to provide a more complete picture of factors influencing teacher retention. Studies with longitudinal designs could also track teacher retention over time to better understand long-term trends.

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