

Exploring Retention Stories in Succession Planning: A Mixed Method Study of Organizational Transition and Sustainability

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Abstract

The research focused on retention stories in succession planning and their effects on organizational transition and sustainability. It aimed to identify which aspects motivated employees to stay and how succession planning, professional development, and retention strategies affected institutional outcomes. An exploratory sequential mixed-methods design was employed, with 176 respondents. Data were collected through interviews and surveys conducted both online and in person. Qualitative data indicate that pride and fulfilment, emotional attachment, motivation for growth, experiences of stress, and self-support mechanisms are the reasons why employees stay. Quantitative data demonstrate that the schools are leaders in succession planning, professional development, and retention strategies, and that there is a generally positive perception of organizational transition and sustainability. The research shows significant relationships among the main variables, which collectively affect the institution's success. Job satisfaction was identified as the most effective factor for organizational transition, whereas a positive organizational culture most strongly influenced sustainability. The study concluded that combining succession planning, professional development, and retention strategies is critical to guaranteeing leadership continuity, employee welfare, and long-term organizational sustainability.

Keywords: *succession planning; professional development program; retention strategies; organizational transition; organizational sustainability.*

1. Introduction

Organizations that view human capital as a primary source of competitive advantage are the most successful, since their employees' effort remains the key to achieving the company's goals. Even though companies invest heavily in financial capital, technology, and systems, it is still individuals who drive performance and sustainability. It is well documented that human resources are crucial to an organization's success, as effective personnel management strongly impacts productivity and the continuous growth of a business (Kamil et al. 2016). Therefore, the new norm for companies is to develop human resources through strategies that focus on enhancing performance and engagement (Batool et al. 2022).

Leadership is an important factor in educational institutions, especially schools, for

setting the right direction, maintaining standards, and ensuring continuity. Schools are quite capable of defining their vision, mission, and strategic goals; yet a significant number do not consider leadership succession planning a priority. Although changes in leadership are part of the natural course, they are very often so sudden that they cause anxiety and disruption among stakeholders. Besides, the escalating turnover of school principals underscores the need for well-organized succession plans to preserve the stability and continuity of the institution (Ritchie, 2020).

Succession planning is a tactical approach in which workers are prepared for future leadership roles by identifying and grooming potential successors (Shaik, 2023). In line with this, it is a change from mentoring, professional development, and constant backup to ensure knowledge transfer and leadership readiness. In the Philippine context, stakeholder participation is a must to maintain such processes and ensure the institution's goals are met (Borbajo, 2023). By doing this, the leadership pipelines are not only fortified but also enhanced organizational resilience.

Human capital is extremely important in private schools, as administrators and staff directly affect the institution's quality and sustainability. Even though the value of leadership has been acknowledged by these schools, most still lack a formal succession planning system, thereby exposing them to the risks of a leadership void and organizational turmoil (Daniels, 2022). Research has also shown that the negative effects of poor leadership transitions include reduced staff morale, operational disruptions, and even effects on students (Clark, 2016). So, in that way, well-organized succession planning can be the key not only to preserving the institution's values but also to ensuring continuity.

Successful succession planning is much more than just removing a leader and replacing them with a new one. It includes training, mentoring, and engagement activities to prepare personnel to take on leadership roles while also deepening the company culture (Arrieta & Ancho, 2020). Also, these sorts of procedures play a part in retaining employees, as they not only open up explicit career paths for them but also make them feel attached and dedicated (Batool et al. 2022).

Succession planning plays a key role in achieving organizational sustainability when combined with professional development and retention strategies. Sustainability encompasses economic, social, and psychological dimensions that contribute to organizational success over the long term (Gutierrez-Rivera et al. 2023). Besides, the institution will become more stable and innovative if employees are engaged and committed, and an effective retention strategy is implemented (Gonzalez Santa Cruz et al., 2020).

On the other hand, most research on succession planning focuses on structural aspects such as leadership pipelines and talent identification, whereas the human element or employee experiences receives little attention. Factors such as emotional attachment, a

sense of belonging, and perceived support (collectively called retention stories in this paper) are not well researched. Besides, private schools are cases where corporate identity and leadership are very much aligned. This points to the need to examine how employee experiences affect succession planning and organizational outcomes.

Getting to know retention stories better will not only provide a clear picture of why employees stay but also show how these stories can lead to leadership succession and greater institutional sustainability. These are the kinds of views that lead to the formulation of more effective and human-focused organizational strategies.

This study aimed to explore retention stories in succession planning and to examine their impact on professional development, retention strategies, organizational transition, and organizational sustainability in selected private schools. The study employed a mixed-methods approach, combining qualitative and quantitative methods, to gain deep insight into the role of human-oriented practices in smooth leadership succession and sustained institutional success.

Statement of the Problem

The study explored retention stories in succession planning: a mixed-methods study of organizational transition and sustainability. ‘

Specifically, this sought to answer the following questions:

1. What are the considerations, emotions, and aspects needed to stay in the organization?
2. What emerging themes can be derived from the considerations, emotions, and aspects needed to stay in the organization?
3. What is the status of the succession planning in the private schools in terms of:
 - 3.1. Successor Identification;
 - 3.1.1 Qualities Identification
 - 3.1.2 Selection Process;
 - 3.2 Professional Development Program
 - 3.2.1 Career Development;
 - 3.2.2 Mentoring;
 - 3.2.3 Employee Engagement
 - 3.2.4 Coaching; and
 - 3.2.5 Networking Opportunities?
4. How is the retention strategies in private schools described when it comes to:
 - 4.1 Leadership Development Program
 - 4.2 Competitive Compensation and Benefits;
 - 4.3 Fostering Employee Commitment;
 - 4.4 Clear Career Progression;

- 4.5 Encourage Work Life Balance;
- 4.6 Positive Organizational Culture; and
- 4.7 Job Satisfaction?
- 5. To what extent is the organizational transition in private schools observed as to:
 - 5.1 Transition Smoothness;
 - 5.2 Impact on Performance
 - 5.2.1 Student Outcome;
 - 5.2.2 Staff Morale; and
 - 5.3 Stakeholders' Feedback?
- 6. To what extent is the organizational sustainability in private schools observed as to:
 - 6.1 Social;
 - 6.2 Economic, and
 - 6.3 Psychological.
- 7. Is there a significant relationship between succession planning and:
 - 7.1. Organizational Transition; and
 - 7.2. Organizational Sustainability?
- 8. Is there a significant relationship between the Professional Development Program Assessment and the:
 - 8.1. Organizational Transition; and
 - 8.2. Organizational Sustainability?
- 9. Is there a significant relationship between retention strategies assessment and the:
 - 9.1. Organizational Transition; and
 - 9.2. Organizational Sustainability?
- 10. Do succession planning, professional development program and retention strategies assessments significantly predict the organizational transition?
- 11. Do succession planning, professional development program and retention strategies assessments significantly predict the organizational sustainability?

2. Methodology

This study implemented an exploratory sequential mixed-method design. Initially, the qualitative phase was conducted to understand employees' actual experiences, which led to the development of the quantitative tool used in the second phase. The research was implemented in selected private schools in the Division of the City of Sto. Tomas.

Participants were 176 administrators, teachers, coordinators, and non-teaching staff of selected private schools. A random sampling method was used to ensure that the various roles within the schools had an equal chance of being selected. Participants had to be currently working in the participating private schools to be included in the study, and those who were not present at the time of the data collection were excluded.

Two phases were used for data gathering. The first qualitative phase used semi-structured interviews to collect detailed data on employees' experiences, feelings, and

factors influencing their retention in the organization, particularly regarding leadership continuity. The information obtained was then used to design a survey questionnaire for the subsequent quantitative phase. The tool touched on succession planning practices, professional development programs, retention strategies, organizational transition, and organizational sustainability. The questionnaire had certainly been validated for clarity and reliability before distribution.

The qualitative data were analyzed through thematic analysis to uncover common retention-related themes and patterns as well as those linked to organizational practices. During the quantitative phase, statistics such as weighted averages were used to describe the extent to which the major variables were implemented, and Pearson's correlation was used to assess relationships between variables. A further step was a multiple regression analysis, conducted to assess the predictive contributions of succession planning, professional development, and retention strategies to organizational transition and sustainability.

3. Results and Discussion

The purpose of this study was to investigate how employees' retention stories, in the context of succession planning, contribute to elements of organizational transition and sustainability in private schools.

Table 1 focuses on the considerations in staying within the organizations. Considerations represent the cognitive and practical elements that influence employees' decisions to remain in the organization. Themes under this category highlight the professional, cultural, and organizational factors that shape commitment and motivation.

In the first theme, value alignment and organizational fit, respondents cited value congruence as a primary reason for their continued commitment to the organization. One participant described it as, *"My personal values of integrity, dedication, and compassion align with the school's values."* This alignment serves as a cognitive justification and as an affective anchor. Employees whose personal ethics and vocational purpose align with the institution's mission report stronger feelings of belonging, greater clarity of professional identity, and a willingness to remain with the organization even during difficult times. Respondents described a moral and professional coherence around the decision to stay with the organization, rather than a mere stable employment position. When the institution's mission aligns with personal ethics, it turns a job into meaningful work, cultivating a sense of belonging and enhancing affective commitment, a key factor in retention (Deng et al., 2023). Value congruence alleviates cognitive dissonance stemming from the self-concept and institutional identity, thereby enhancing emotional attachment and job satisfaction (Gelle-Jimenez & Jimenez, 2023). Value congruence, in this study, served as a leading retention mechanism, wherein respondents who expressed high levels of alignment with institutional values framed staying as a matter of identity rather than choice. In succession planning, this will ensure leadership continuity by developing future leaders who already embody the organization's principles.

Table 1. Considerations in Staying within the Organization

Cluster Theme	Sub-Themes / Codes	Illustrative Description
Value Alignment and	Shared values of integrity, service,	Employees stay when personal

Organizational Fit	compassion, and faith (R1, R2, R4, R5, R6)	beliefs and values align with the institution's mission and ethics.
Professional Growth and Development	Access to training, mentoring, and opportunities for advancement (R2, R3, R4, R5, R6)	Continuous learning and clear advancement pathways foster engagement and retention.
Recognition and Rewards	Acknowledgment for years of service and achievements (R1, R2, R4, R6)	Recognition and rewards, both financial and non-financial, reinforce commitment.
Supportive Work Environment	Collegiality, teamwork, and positive communication (R1, R2, R3, R4, R5, R6)	A culture of unity, respect, and collaboration enhances employee satisfaction.
Job Alignment and Stability	Job-role relevance and employment security (R1, R5, R6)	Proper role placement and job stability reinforce satisfaction and professional identity.

The second theme discusses professional growth and development. Consistently mentioned in interviews, access to structured professional development opportunities, training, seminars, mentoring, and new pedagogical roles shapes retention decisions. As one respondent put it, "*The school provides sufficient opportunities for professional growth through training and seminars.*" Professional learning helps strengthen retention in multiple ways. Employees engaged in continuous development have their competence recognized and feel trusted by their organization. Sustained professional development has been reported to positively influence teacher engagement, efficacy, and commitment (Rajendran et al., 2023; Akçaoglu et al., 2023). Thus, professional development initiatives likely provided something back to the organization: employees reported commitment and discretionary effort to perform beyond the minimum in return for the development opportunities. Employees in this study who perceived genuine opportunities for growth cited these as reasons for staying and mentoring new teachers, which, in turn, created organic succession planning.

The third theme highlights recognition and rewards. Respondents highlighted the value of both symbolic forms of recognition and rewards. For example, one respondent stated, "*Recognition and cash incentives for years of service motivate me to continue.*" Recognition, both monetary and symbolic, serves as a social validation and motivates pride. In emotional contexts, acknowledgment meets the psychological need for esteem (Zantua et al., 2024). Non-monetary recognition, like public praise and certificates, can retain employees as effectively as cash (Cruz & Villar, 2022). Consistent recognition builds an affective narrative of being seen, valued, and appreciated, and when coupled with equitable systems, has a positive impact on retention and performance (Ramcharan et al., 2022). Recognition fosters retention and legitimizes the use of tenure programs, which stabilize the talent pipeline and ensure continuity of succession.

The fourth theme focuses on a supportive work environment. The considerations for retention included organizational structures that fostered collegiality, respectful treatment of one another, and supportive supervisory practices. One of the participants mentioned, "*The trust and confidence of both learners and colleagues motivate me to stay.*" Respondents noted that the interdisciplinary trust and collaborative partnerships were mediating factors in the experience of the workload and institutional demands. Supportive organizational climates, characterized by collegiality, open communication, and empathetic supervision, served as emotional safety nets that helped mitigate stress. Such climates were associated with lower burnout and higher organizational citizenship (Figueiredo-Ferraz et al., 2021). The more employees felt safe expressing themselves, the more collaborative and mentoring behaviors helped improve retention and succession through informal processes. The persistent focus on teamwork

and mutual respect showed that the organization's social capital, in the form of trust, cooperation, and shared norms, was vital to retention and internal promotion processes.

The fifth theme emphasizes job alignment and stability. Respondents stressed that a role aligned with the individual's specialist skills, such as teaching in one's major discipline, and job stability, such as tenure/clear progression, meaningfully shaped retention choices: *"Aligned teaching assignment with my major discipline motivates me to stay."* Accordingly, respondents showed that alignment between expertise and assigned roles directly impacts satisfaction and organizational commitment. Job–person congruence reduces feelings of frustration and enhances feelings of efficacy. Stability fulfills the human need for predictability and career security, factors identified as crucial to reducing turnover (Synman et al., 2022). Teachers who perceive both alignment and stability perceive clear professional trajectories within the same institution. Such structural fit is an anchor for succession: satisfied and secure employees are more willing to mentor younger colleagues and preserve institutional memory, hence reinforcing the long-term succession pipeline.

Table 2. Emotions in Staying within the Organization

Cluster Theme	Sub-Themes / Codes	Illustrative Description
Pride and Fulfillment	Pride in student success and institutional achievements (R1, R3, R4, R5, R6)	Emotional gratification and pride in one's contributions enhance commitment.
Emotional Bonds and Belongingness	Strong connection with colleagues and students; family-like culture (R1, R2, R4, R5, R6)	Emotional attachment to the workplace community deepens loyalty.
Motivational Emotions	Excitement, hope, and optimism for growth (R3, R5, R6)	Positive emotions sustain motivation and long-term engagement.
Emotional Exhaustion and Stress	Burnout, workload pressure, and stress management (R2, R3, R4, R5, R6)	Negative emotions can reduce productivity and retention if not addressed.
Emotional Validation and Support	Appreciation, recognition, and open communication (R2, R3, R4, R6)	Psychological safety and validation foster emotional commitment.

Table 2 focuses on the emotions associated with staying within organizations. Emotions capture the affective experiences that influence an employee's attachment, satisfaction, and decision to remain. Themes highlight pride, emotional connection, and the need for validation and balance.

The first theme focuses on pride and fulfillment. Pride functions as an emotional currency that connects teachers to their institutional identity. One respondent said, *"I take pride when our department is recognized during institutional events."* One mentioned, *"I feel fulfilled whenever I see my students achieve their goals."* Meaningful work and visible contributions are what participants associated with pride. This is consistent with findings indicating that pride mediates the relationship between perceived impact and affective commitment (Mairitsch, 2024). Not only was there pride, but it also marked a sustained sense of purpose, validating self-efficacy and reinforcing attachment to the institution's mission. This aligns with Casely-Hayford (2022), who found that pride in student success predicted longer tenure among educators because it fulfilled intrinsic vocational motives rather than merely transactional ones. Pride enables continuity: educators who find fulfillment in institutional success are more likely to actively mentor potential successors. Recognition rituals, such as public acknowledgment of individual and

collective accomplishments during annual assemblies, should be integrated into succession interventions to institutionalize pride as a driver of retention and leadership.

The second theme highlights emotional bonds and a sense of belonging. The conversion of collegial trust into commitment takes place through belongingness as a relational mechanism. Teachers connected their desire to stay with emotional inclusion rather than contractual benefits. Participants said, *"We treat each other like a family here."* *"Support from colleagues makes the job lighter."* *"I stay because of the bond I have with my co-teachers."* Saleh (2024) illustrated the belongingness effect in the workplace as a mediator between appreciative leadership and affective commitment. Subsequently, the findings from Figueiredo-Ferraz et al. (2021) regarding perceived interpersonal support, burnout, and prosocial behavior are contextually related to my findings. Institutions can foster belonging by institutionalizing peer-mentoring programs, team teaching, and cross-departmental collaborations that strengthen relational ties. These create internal networks where potential successors not only learn procedural knowledge but also the cultural norms that sustain an institution's legacy.

The third theme focuses on motivational emotions. Hope, excitement, and optimism are the psychological capital that fosters sustained engagement. Teachers anticipating upward career mobility view challenges as opportunities rather than threats. Some of the participants said, *"I get excited when I am given new tasks to handle; this is a feeling of trust."* *"Every year is exciting because I get new roles and new challenges to work on."* *"I feel optimism and hope about my future in this institution."* In Laranjeira and Querido (2022), hope and optimism increase organizational resilience and commitment by fostering constructive coping and future-oriented behavior. Thus, positive affect amplifies intrinsic motivation, such that routine tasks are infused with personal meaning. Hope and excitement can be institutionalized through leadership-rotation schemes. Management maintains psychological momentum through the potential communication of a promotion, sequentially preparing a leadership-eligible succession.

The fourth theme emotional exhaustion and stress. Emotional exhaustion was seen as the most significant negative driver of attrition. Teachers experienced cumulative fatigue in both body and mind and burnout from the combined administrative and teaching requirements. Some described it as, *"There are times I feel drained because of the workload."* *"Resigned from a position due to stress and pressure, but not from the institution."* *"Balancing home and work duties can be stressful."* Prolonged stress has been shown to contribute to absenteeism and reduced classroom effectiveness (Agyapong et al., 2022). Unmanaged guilt and exhaustion, as described by Figueiredo-Ferraz et al. (2021), also erode commitment. Respondents, however, demonstrated systemic burnout by exercising adaptive resilience—by leaving a position while remaining within the institution. Emotional sustainability is a prerequisite for retention and succession. Workload audits, reduced rule rigidity, and emotional recovery interventions (counseling, recovery breaks) are needed to shield mid-career staff. They are most likely to be replenished as organizational remedial resources.

The fifth theme emphasizes emotional validation and support. Validation denotes the emotional expression of esteem. Teachers greatly appreciated and received open communicative appreciation. They seemed to prefer the openness of communicative appreciation. As the respondents pointed out, *'Open communication with my head makes me feel valued.'* *'Feedback and recognition matter more than incentives.'* *'Appreciation, respect and support are important emotional needs.'* Boitet (2024) highlights the concept of psychological safety, which stems from appreciation for communication, and emphasizes its positive impact on learning outcomes and engagement. It is important to note that the communicative appreciation provided to faculty members sustains trust, and open and closed confidence disputes regarding one's career are rooted in advancement. Such opening gaps are crucial in fostering leadership potential. Incorporate appreciative feedback and strengths-based assessments in valuing performance. These initiatives create an environment where potential leaders, in the absence of formal leadership positions, feel seen and supported, which in turn helps sustain open gaps in leadership readiness and respective development.

Table 3. Aspects in Staying within the Organization

Cluster Theme	Sub-Themes / Codes	Illustrative Description
Work-Life Balance and Wellness	Balance of tasks, rest, and mental health support (R2, R3, R4, R5, R6)	Healthy boundaries and wellness programs sustain engagement and retention.
Leadership and Management Dynamics	Participative decision-making, leadership growth, and people management (R4, R5)	Empowering and inclusive leadership enhances confidence and trust.
Career Progression and Succession Planning	Clear career paths and structured succession plans (R1, R3, R4, R5, R6)	Confidence in succession systems fosters stability and long-term growth.
Institutional Support and Resources	Availability of materials, technology, and compensation (R2, R3, R4, R5, R6)	Adequate support and benefits improve job satisfaction and performance.
Job Satisfaction and Meaningful Work	Enjoyment in teaching, mentoring, and event coordination (R1, R3, R4, R5, R6)	Meaningful and fulfilling work reinforces purpose and loyalty.

Table 3 focuses on the aspects of staying in organizations. Aspects pertain to the structural and procedural conditions that shape employees' retention decisions within the framework of succession planning. Themes focus on leadership, balance, institutional support, and the clarity of succession mechanisms.

The first theme highlights work-life balance and wellness. Respondents saw burnout amid workload as an organizational responsibility and as something that must be managed to support employee motivation and retention in the long term. Understanding emotional demands through flexible frameworks created conditions that advocated burnout and increased loyalty. For instance, respondents said things like, *"We are given flexibility when tasks overlap with personal matters"* and *"The school provides emotional and moral support whenever I feel stressed."* Other comments included, *"We are encouraged to take breaks when needed,"* and *"Balancing home and work duties can be stressful, but support helps me manage."* This supports the findings of Agyapong et al. (2022), which state that burnout mitigation strategies, especially mental health interventions, improve teacher retention. In the same way, Marecki (2023) demonstrated that work-life balance and psychological rest are significantly predictive of retention through affective commitment. Thus, employee wellness should be included as a priority in leadership legacy programs. Emotional resilience makes leaders for the determined workforce. Emotional self-care coaching, when combined with mentoring, can be a retention and succession tool for wellness and leadership development.

The second theme emphasizes leadership and management dynamics. Inclusive and empathic leadership practices emerged as vital to employee engagement. Respondents noted, *"Here, leaders listen to our ideas before deciding."* *"My supervisor encourages us to take initiative and lead projects."* *"Our leaders advocate for empathic fairness."* Participants described leaders who practice transparency, invite participation, and trust subordinates as vital for increasing psychological safety and fostering commitment (Oyewobi, 2024). Research has shown that inclusive leaders predict engagement and innovative behaviors, and these are important for retention and preparation as internal successors (Javed et al., 2018). Succession strategies need to include leadership shadowing, in which employees observe and co-lead certain

initiatives with administrators. Such strategies take participatory competence and provide an internal leadership pipeline built on empathy, shared decision-making, and trust.

The third theme highlights career progression and succession planning. Participants viewed transparent promotion systems as guarantees of institutional equity and career security, thereby enhancing affective commitment and reducing turnover intentions. Participants say, for example, that *"There's a structured promotion system here."* *"I can see myself moving up in this institution because of its training programs."* *"Management does help us apply for higher positions."* Studies show that structured promotion succession planning systems instill confidence in employees and organizational continuity (Agus & Selvaraj, 2020). Furthermore, mentorship helps mediate the relationship between individual aspirations and the achievement of institutional goals. Therefore, organizations should formalize both mentoring and success maps that indicate the competencies to be promoted. Employees should be encouraged to have career conversations to help them visualize their future roles, thereby reinforcing retention and minimizing anxiety about leadership transitions.

The fourth theme centers on institutional support and resources. Having institutional resources leads to increased satisfaction and performance. Survey participants reported, *"We have what we need to perform our jobs,"* *"The school made improvements to our online teaching platform,"* *"Our salary and benefits are reasonable for the amount of work we do,"* and *"Administration responds promptly when we look to them for assistance."* When educators are supported with resources in terms of materials and technology, they feel fairly treated and experience a level of reciprocity that leads to increased organizational commitment. Rasool (2021) found that perceived organizational support positively relates to retention, mediated by job satisfaction. Additionally, fair compensation and prompt responses from administrators will build trust that stabilizes the workforce. For an institution to create a well-established leadership pipeline, faculty resources must be equitable and consistent among all departments. Organizations that invest in modern facilities and cross-departmental support mechanisms signal institutional stability, an important precursor to instilling confidence to lead the organization forward.

The fifth theme discusses job satisfaction and meaningful work. Participants revealed that the most powerful intrinsic motivators for retention are meaningful work, having a sense of purpose, experiencing joy, and giving back to a cause. For example, participants stated, *"I love teaching; it is fulfilling,"* *"I enjoy helping new teachers; it gives me joy,"* *"I enjoy organizing programmatic interventions for students,"* and *"This work is not just a job, it is a mission."* In this regard, teachers view their work as a calling; this aligns with research indicating that meaningfulness can predict engagement and mitigate turnover (Allan et al., 2021). Educators internalize the significance of their role when they can connect their own values to the organization's vision; this sense of significance can set the stage for self-assigned succession readiness to lead. The planning process for all forms of succession should reinforce purpose-driven leadership professional development to connect personal meaning to and align the individual values with the institutional vision. Facilitating stories of legacy and impact in community engagement will help create and sustain an effective attachment to and ownership of their leadership position. The evidence in Table 3 indicates that employees' choices to stay in the organization are influenced by a network of factors, including work-life balance, inclusive leadership, transparent career progression, institutional support, and a sense of meaningful work.

Table 4. Summary Table on the Degree of Implementation of Succession Planning

Variable	Mean	SD	VI
Qualities Identification	4.09	0.74	Highly Implemented
Selection Process	4.02	0.85	Highly Implemented
Overall	4.06	0.80	Highly Implemented

Legend: 1.0-1.49 (Not Implemented at all); 1.50-2.49 (Slightly Implemented); 2.50-3.49 (Moderately Implemented); 3.50-4.49 (Highly Implemented); 4.50-5.0 (Very Highly Implemented).

Table 4 displays information regarding the respondents' perception of succession planning in the school. The overall mean of 4.06 (SD = 0.80) indicates that respondents consider the implementation of succession planning a highly accomplished activity in their organization. The total score indicates that respondents generally agree that the school has taken the necessary steps to identify and prepare future leaders, although it also indicates that there is still a need to standardize procedures and activities across different areas.

The respondents expressed agreement that identification of qualities (Mean = 4.09, SD = 0.74) is being conducted, indicating that staff members consider the school an organization that actively recognizes the competencies, potential, and traits required in future leaders. This result suggests that the institution is not only diligent in talent spotting but also in defining the leadership profiles that ensure continuity, a very important point in creating a steady leadership pipeline. Systematic reviews, along with the studies that apply them, strongly suggest that early and accurate identification of leadership potential, using competency frameworks, performance data, and structured assessments, is pivotal to achieving succession goals successfully.

The selection process indicator (Mean = 4.02, SD = 0.85) also received overall agreement from respondents, indicating that selection mechanisms such as promotions, internal selection panels and development nominations are mostly operational. However, the slightly lower mean compared with quality identification may be interpreted as a signal that selection procedures are at times implemented inconsistently or that there is not enough transparency or resourcing in some areas. Moreover, although the school can identify the potential leaders, it is through a fair, transparent, and consistently applied selection process that the conversion of identification into selection must be the subject of deliberate policy attention. Recently, empirical work has suggested that clear and equitable selection procedures linked to development pathways are not only instrumental in preparing successors but also in reducing the likelihood that high-potential staff will leave the organization.

Table 5. Summary Table on the Perceived Extent of Implementation of Professional Development Program

Variable	Mean	SD	VI
Career Development	4.19	0.71	Highly Implemented
Mentoring	4.15	0.80	Highly Implemented
Employee Engagement	4.08	0.73	Highly Implemented
Coaching	4.12	0.75	Highly Implemented
Networking Opportunities	4.08	0.67	Highly Implemented
Overall	4.12	0.73	Highly Implemented

Legend: 1.0-1.49 (Not Implemented at all); 1.50-2.49 (Slightly Implemented); 2.50-3.49 (Moderately Implemented); 3.50-4.49 (Highly Implemented); 4.50-5.0 (Very Highly Implemented).

Table 5 indicates the perceptions of respondents regarding the overall implementation of the school's Professional Development Program. An overall mean of 4.12 (SD = 0.73) indicates the extent to which respondents believe the various professional development program components are implemented effectively. This finding demonstrates that the educational institution provides a developmental environment that fosters employees' readiness for leadership, motivation, and retention, which are crucial to sustaining organizational succession planning.

The area of career development has been highlighted as the most significant (Mean = 4.19, SD

= 0.71), indicating that respondents see a variety of opportunities for promotion, growth, and career-oriented support within the school. This clearly indicates that staff members acknowledge developmental trajectories within the organization, which would enhance their engagement and encourage them to stay and take on future leadership roles. Strong career development infrastructure has often been linked to high retention levels and improved succession readiness.

Mentoring came second, with an average of 4.15 (SD = 0.80), indicating that respondents confirmed it is an ongoing practice and highly regarded. This finding is consistent with the previous tables, which showed that mentoring is the primary avenue for skill transfer, leadership preparation, and confidence acquisition among new leaders. The high score implies that the school's mentoring practices are not only present but also seen as enabling, supportive, and aligned with succession efforts.

Coaching was another area where a high level of agreement was reached (Mean = 4.12, SD = 0.75), indicating that planned coaching interactions are seen as a means to professional growth, leadership development, and provision of individual feedback. It is thus understood that coaching is an effective way to develop leadership skills and align performance with school objectives, both of which are important in developing potential successors.

The measures of Employee Engagement (Mean = 4.08, SD = 0.73) and Networking Opportunities (Mean = 4.08, SD = 0.67) are also positive. These results indicate that the staff members regard themselves as aligned with the school's mission, receive support from their peers and supervisors, and are provided with opportunities to build relationships that will, in turn, promote their career prospects. Engagement and networking are at the heart of retention, as employees who are valued, socially integrated, and professionally connected are the most likely to 'stick' and to offer their support for the long-term sustainability of the organization.

In general, the evidence presented in Table 5 reflects the school's ongoing efforts in implementing the professional development program across all components, as demonstrated by each variable's high level of agreement. Such a trend demonstrates the successful establishment of a growth-friendly environment in which leadership can be developed and talent sustained, thereby enhancing effective succession planning. An organization that combines career development, mentoring, coaching, engagement, and networking is in a better position to build up a strong team of future leaders and lessen the leadership turnover-related risks.

Table 6. Summary Table of the Perceived Effectiveness of Retention Strategies to Succession Planning

Variable	Mean	SD	VI
Leadership Development Program	4.15	0.78	Highly Effective
Competitive Compensation and Benefit	4.03	0.78	Highly Effective
Fostering Employee Commitment	4.04	0.80	Highly Effective
Clear Career Progression	4.08	0.86	Highly Effective
Work-Life Balance	4.02	0.85	Highly Effective
Positive Organizational Culture	4.24	0.74	Highly Effective
Job Satisfaction	4.04	0.82	Highly Effective
Overall	4.09	0.80	Highly Effective

Legend: 1.0-1.49 (Ineffective); 1.50-2.49 (Slightly Effective); 2.50-3.49 (Moderately Effective); 3.50-4.49 (Highly Effective); 4.50-5.0 (Very Highly Effective).

Table 6 illustrates employees' evaluations of different retention strategies implemented by the schools. The composite mean of 4.09 (SD = 0.80) indicates that respondents collectively agreed that these retention strategies are not only in practice but also widely implemented in the organization.

Among the enumerated indicators, Positive Organizational Culture had the highest mean (4.24,

SD = 0.74), indicating that employees strongly perceive the organization as encouraging a healthy and supportive work environment. This suggests that organizational culture has become one of the most significant strategies for employee retention.

The Leadership Development Program came next, with a mean of 4.15 (SD = 0.78), indicating that the opportunities for leadership growth were highly effective. The other strategies, such as Fostering Employee Commitment (4.04), Clear Career Progression (4.08), Work-Life Balance (4.02), Competitive Compensation and Benefits (4.03), and Job Satisfaction (4.04), all got mean scores slightly above 4.00; thus, respondents perceived that these areas were implemented in the organization.

The consistent “highly effective” interpretation of verbal statements across all indicators suggests that employees recognize the organization's commitment to implementing meaningful retention strategies. The findings imply that the organization is still maintaining a strong foundation in its retention practices, with the potential to advance each area to even higher levels of employee satisfaction and engagement.

Table 7. Summary Table on the Extent of Observation of Organizational Transition

Variable	Mean	SD	VI
Transition Smoothness	4.06	0.82	Observed
Student Outcome	4.24	0.65	Observed
Staff Morale	4.18	0.72	Observed
Stakeholders Feedback	4.11	0.73	Observed
Overall	4.15	0.73	Observed

Legend: 1.0-1.49 (Not Observed at all); 1.50-2.49 (Slightly Observed); 2.50-3.49 (Moderately Observed); 3.50-4.49 (Observed); 4.50-5.0 (Highly Observed).

Table 7 shows the perceptions of the respondents with regard to the extent of organizational transition state within the school. The total mean of 4.15 (SD = 0.73) indicates the extent to which the organization handles transitions properly. As a result, leadership changes and organizational shifts are, for the most part, felt as stable, well-managed, and supportive of institutional continuity.

Besides, the indicator Student Outcome has shown the highest average score (4.24, SD = 0.65), indicating that organizational transitions have not only not harmed student performance but, in some instances, have been a positive factor. Such a finding reveals that, despite changes in leadership or structure, the school has maintained its instructional focus and learning standards, a vital measure of success during transition periods.

Next is Staff Morale, with a mean of 4.18 (SD = 0.72), indicating that employees are motivated, committed, and emotionally strong during organizational change. This result underlines the role of supportive leadership, clear communication, and staff involvement in maintaining morale, which leads to less resistance to change and, therefore, higher retention during the transition stages.

The indicator Stakeholders' Feedback (Mean = 4.11, SD = 0.73) was also positively regarded by the respondents, pointing to the fact that stakeholders, i.e., parents, partners, and the community, perceive organizational transitions as being handled properly. Positive external feedback, therefore, strengthens the organization's credibility and trust, which are the two main factors, together with leadership succession and institutional transformation, that are most needed during these periods.

Thus, the indicator with a somewhat lower, but still positive, value is Transition Smoothness (Mean = 4.06, SD = 0.82). It expresses the idea that transitions are mostly effective; however, some operational difficulties and even brief adjustment periods for staff could still be felt. This finding indicates that further enhancements to communication strategies, change management support and succession planning processes could make future transitions smoother.

In general, the data presented in Table 7 indicate successful organizational transitions, with positive consequences for student performance, staff morale, and stakeholder perceptions. These results support the main idea of this research that planned succession and implemented retention strategies smooth organizational transitions and ensure sustainability in the long run.

Table 8. Summary Table of the Degree of Organizational Sustainability

Variable	Mean	SD	VI
Social Aspect	4.36	0.68	Highly Sustained
Economic Aspect	4.12	0.79	Highly Sustained
Psychological Aspect	4.12	0.78	Highly Sustained
Overall	4.2	0.75	Highly Sustained

Legend: 1.0-1.49 (Not Sustained); 1.50-2.49 (Slightly Sustained); 2.50-3.49 (Moderately Sustained); 3.50-4.49 (Highly Sustained); 4.50-5.0 (Very Highly Sustained).

Table 8 displays how the organization was perceived by the respondents as being socially, economically, and psychologically sustainable. An overall mean of 4.20 (SD = 0.75) indicates that respondents believe the organization engages in sustainability practices aligned with its long-term continuity and effectiveness.

The Social Aspect, with a mean score of 4.36 (SD = 0.68), was the most outstanding among the three dimensions, thus implying that the organization indeed promotes good relationships, inclusiveness, and social responsibility. The finding indicates that the school, as a workplace, has not only become a source of support but also a place where employees engage in productive collaboration, thereby experiencing a sense of belonging. Positive social sustainability is crucial, especially for succession planning, as it helps build trust, share knowledge, and ensure the continuity of intergenerational leadership.

The Economic Aspect (Mean = 4.12, SD = 0.79) was in a similar vein, as it also yielded positive agreement, indicating that the organization is seen by respondents as being in good financial standing and able to effectively provide funds for professional growth, retention, and operational needs. Economic sustainability is the main reason why leadership development through succession remains an avenue to explore in the future, even on a small scale or during periods of organizational transition.

Likewise, the Psychological Aspect (Mean = 4.12, SD = 0.78) reflects respondents' perception of the organization as providing supportive conditions for employees to foster their well-being, motivation, and psychological safety. It indicates that personnel are emotionally satisfied and feel safe, even amid leadership or structural changes. Psychological sustainability is necessary to maintain high levels of staff morale, engagement, and commitment. These factors will, in turn, lead to retention and readiness for future leadership roles.

Generally speaking, the findings reveal that the organization's sustainability is not in question across all three dimensions and that social sustainability is the most prominent area. These are the indicators that, when effectively implemented, succession planning and retention strategies are the main factors that lead to the formation of sustainable organizations, which in turn help stabilize social systems, ensure economic viability, and encourage psychological well-being. These dimensions together give the organization the leverage to successfully navigate through transitions while at the same time maintaining performance and continuity.

Table 9. Correlation between Succession Planning, Professional Development Program, Retention Strategies and Organizational Transition

Organizational Transition

	Transition Smoothness	Student Outcome	Staff Morale	Stakeholders' Feedback
Successor identification				
Qualities Identification	.776**	.688**	.732**	.765**
Selection Process	.800**	.707**	.735**	.757**
Professional development program				
Career Development	.800**	.735**	.746**	.798**
Mentoring	.808**	.724**	.784**	.786**
Employees Engagement	.729**	.668**	.731**	.740**
Coaching	.764**	.725**	.770**	.779**
Networking Opportunities	.779**	.756**	.763**	.832**
Retention Strategies				
Leadership Development Program	.760**	.713**	.734**	.748**
Competitive Compensation and Benefits	.764**	.706**	.729**	.739**
Fostering Employee Commitment	.838**	.742**	.826**	.812**
Clear Career Progression	.871**	.787**	.828**	.820**
Encourage Work Life Balance	.826**	.754**	.825**	.828**
Positive Organizational Culture	.800**	.776**	.775**	.800**
Job Satisfaction	.854**	.777**	.804**	.820**

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

Table 9 presents findings from a correlation analysis of the relationships among succession planning, assessment of a professional development program, retention strategies and organizational transition. Pearson correlation coefficients were used to measure the strength and significance of the relationships. All reported correlations are statistically significant at the 0.01 level (2-tailed), indicating strong, substantial linkages between the variables.

The results show a strong, statistically significant relationship between succession planning and organizational transition. In particular, successor identification correlated strongly with transition smoothness ($r = .778$), student outcome ($r = .688$), staff morale ($r = .732$), and stakeholders' feedback ($r = .785$). The data shows that clearly identifying future leaders contributes to smoother leadership transitions, enhanced staff morale, and sustained stakeholder confidence.

Likewise, the selection process was strongly and positively correlated with the organizational transition variables, with the correlation coefficients ranging from $r = .707$ to $r = .800$, signifying that clear and organized successor selection mechanisms support continuity and minimize organizational disruption during leadership changes. Each component of the professional development program has substantial and significant relations with the organizational transition indicators. For instance, career development is highly correlated with transition smoothness ($r = .800$) and stakeholder's feedback ($r = .798$), which means that employees who understand a clear pathway for their careers are more likely to support leadership transitions.

Mentoring, coaching, employee engagement, and networking opportunities show strong correlations ranging from .724 to .832, with networking opportunities correlating most strongly with stakeholders' feedback ($r = .832$), implying that partnership bonds lead to a higher level of trust in the

external environment towards organizational transition processes. These findings prove that professional development interventions are effective in preparing the organization for change, boosting the spirit of the team, and facilitating the continuity of operations during leadership and structural changes.

Retention strategies display the strongest associations with organizational transition. Well-defined career progression is strongly correlated with all indicators, specifically transition smoothness ($r = .871$) and staff morale ($r = .828$). Similarly, job satisfaction is closely associated with transition smoothness ($r = .854$) and stakeholders' feedback ($r = .820$). It follows that a positive organizational culture, work-life balance, competitive compensation and benefits, and employee commitment through engagement all exhibit a strong direct correlation with the four organizational transition indicators.

The results in Table 9 show that succession planning, professional development programs, and retention strategies are all closely and positively correlated with organizational transition success. The high degree and regularity of the relationships among the variables indicate that leadership preparation, employee development, and employee retention together have more positive effects on transition success, student outcomes, staff morale, and stakeholder perceptions.

Hoque & Zheng (2024) conducted a systematic review of the literature on succession planning in the higher education sector and found that institutions with structured succession plans not only help them revisit recruitment and retention practices but also support staff leadership continuity and, ultimately, enhance organizational outcomes such as performance and stability. Siambi (2025) examined leadership succession planning and organizational transition, emphasizing that integrating succession planning practices reduces organizational discontinuity, supports talent retention, and facilitates leadership changes. Thus, these factors help maintain organizational performance during the transition period. These studies reveal strong, positive correlations between factors in succession planning (successor identification, selection processes) and organizational change and sustainability.

Table 10. Correlation between Succession Planning, Professional Development Plan, Retention Strategies and Organizational Sustainability

	Organizational Sustainability		
	Social	Economic	Psychological
Successor identification			
Qualities Identification	.607**	.686**	.644**
Selection Process	.614**	.663**	.667**
Professional development program			
Career Development	.735**	.709**	.725**
Mentoring	.672**	.695**	.708**
Employees Engagement	.648**	.664**	.704**
Coaching	.689**	.688**	.716**
Networking Opportunities	.693**	.725**	.709**
Retention Strategies			
Leadership Development Program	.660**	.640**	.656**
Competitive Compensation and Benefits	.681**	.813**	.723**
Fostering Employee Commitment	.761**	.820**	.764**
Clear Career Progression	.727**	.762**	.766**
Encourage Work Life Balance	.740**	.797**	.812**

Positive Organizational Culture	.770**	.672**	.754**
Job Satisfaction	.770**	.819**	.826**

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

Table 10 presents the findings from the correlation analysis of the relationships among succession planning, assessment of a professional development program, retention strategies and organizational sustainability. Pearson correlation coefficients were used to measure the strength and significance of the relationships. All reported correlations are statistically significant at the 0.01 level (2-tailed), indicating strong, substantial linkages between the variables. According to these findings, there is a strong correlation between the degree to which a school improves succession planning, professional development initiatives and retention strategies and its level of organizational sustainability. Therefore, this basically outlines the tightly coupled characteristics of leadership continuity, employee development, and long-term institutional resilience.

Successor identification and selection both had significant positive correlations with social, economic, and psychological sustainability (r-values ranging from .607 to .688). These results confirm that efficient succession planning contributes not only to short-term transition success but also to long-term organizational resilience and sustainability.

Moreover, the findings highlight that the professional development program significantly influences organizational change and positively affects the organization's sustainability. Career development was strongly correlated with the transition indicators ($r = .735$ to $.800$) and the sustainability dimensions ($r = .709$ to $.735$), suggesting that well-organized career paths lead employees to be better prepared and more flexible when the organization changes.

In a similar way, mentoring showed significant positive relationships with organizational transition ($r = .724$ to $.808$) and with sustainability ($r = .672$ to $.708$). These findings indicate that mentoring facilitates leadership succession, deepens professional identity and strengthens organizational stability. Also, employee engagement, coaching, and providing the employees with the opportunity to connect with each other were some of the indicators that showed strong correlations with both the transition and the sustainability variables (r-values were always above .68). Thus, these findings, on the one hand, reveal the importance of professional development initiatives as a key factor in achieving successful transitions, and on the other hand, they confirm their essential role in sustaining organizational performance.

Retention strategies had the strongest correlations among the factors examined across areas of organizational sustainability. Sustainability dimensions ($r = .640$ to $.680$) were significantly related to leadership development programs, with this being the main factor in employees' preparation for future leadership roles. In fact, competitive compensation and benefits were strongly associated with economic sustainability ($r = .813$); thus, the role of financial incentives in maintaining workforce stability should not be ignored. The two practices of fostering employee commitment and providing clear career progression had the highest correlation coefficients with variables such as psychological sustainability ($r = .768$), among others. The indicators related to work-life balance, positive organizational culture, and job satisfaction had, most of the time, strong correlations (r-values from .754 to .854); thus, retention strategies based on employee well-being not only facilitate transitions but also lead to sustainable organizational outcomes. In general, the results show that succession planning, professional development, and retention strategies are the most significant factors positively influencing organizational transition and sustainability. The strong correlations indicate that organizations that invest in leadership continuity, employee development, and holistic retention practices are better positioned not only to manage the transition effectively but also to sustain social, economic, and psychological stability.

Alyammahi et al. (2025) argue that career development schemes not only equip employees with the skills needed for future leadership roles but also foster employee loyalty, which in turn leads to long-

term organizational success and retention.

Table 11. Multiple Regression Analysis of Succession planning, Professional development Program, and Retention strategies to predict Organizational transition

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.686	0.138		4.957	0.000
Job Satisfaction	0.285	0.062	0.334	4.578	0.000
Encourage Work Life Balance	0.208	0.054	0.253	3.837	0.000
Competitive Compensation and Benefits	0.184	0.051	0.206	3.584	0.000
Positive Organizational Culture	0.186	0.052	0.197	3.561	0.000

$R = .944$, Adj R squared = .887, $F(6, 169) = 230.053$, $p < .001$

Table 11 presents the results of the multiple regression analysis conducted to determine whether succession planning, professional development program assessment, and retention strategies significantly predict organizational transition. The model produced a very high correlation coefficient ($R = .944$) and an adjusted R of .887, indicating that almost 88.7% of the variance in organizational transition is explained by the combined predictor variables. The overall regression model was statistically significant, $F(6, 169) = 230.053$, $p < .001$, providing very strong evidence that the predictors collectively have a meaningful influence on organizational transition. Among the predictors, job satisfaction emerged as the strongest predictor of organizational transition ($\beta = .334$, $t = 4.578$, $p < .001$). This finding suggests that employees who are satisfied with their work environment, roles, and organizational support are more likely to perceive leadership transitions as smooth, well-managed, and effective. High job satisfaction appears to foster adaptability and openness to change, which are critical during periods of leadership succession. Work-life balance was the second most influential factor ($\beta = .253$, $t = 3.837$, $p < .001$). The outcome here means that organizations, which by their very nature are caretakers and encouragers of balance between professional duties and emotional well-being, are the ones that ultimately bring about a gradual reduction in stress and, hence, less resistance to changing the way they work. The employees who receive this kind of support actually become more resilient and hence better able to get through the change.

On the other hand, an equally good salary and benefits were also a significant predictor of organizational transition ($\beta = .208$, $t = 3.584$, $p < .001$). This is evidence that fair and competitive remuneration is instrumental in creating employees' feelings of security and organizational commitment, thus being a key factor in stability and continuity during leadership changes. Last but not least, positive organizational culture was a significant predictor ($\beta = .197$, $t = 3.581$, $p < .001$). The culture that revolves around trust, collaboration, and shared values, thus, the employee's confidence in leadership decisions and succession processes, gets further strengthened, and hence the organizational transitions become smoother. Overall, the regression results reveal that retention-related variables closely connected to succession planning and professional development significantly predict organizational transition.

Almutawakel & Al, Mogahed (2025) find that organizational change significantly enhances employee job satisfaction, particularly when the changes are related to structural and HR aspects. This evidences the idea that job satisfaction is a predictor of an effective organizational transition. The research revealed that modifications in organizational structures and the adoption of new HR practices

led employees to feel more valued and content, thereby greatly improving their receptiveness to change and transition effectiveness.

Montaño (2025) found that work-life balance initiatives are most strongly associated with employee retention intentions, job satisfaction, and organizational loyalty, thereby forming the foundation for a regression analysis of work-life balance as a predictor of transition. The study presents the relationship between work-life balance and retention intention as very strong, with better balance leading to increased job satisfaction, loyalty, and reduced turnover.

Luo (2025) examined the joint impact of organizational culture, career development, and compensation practices on employee retention, consistent with the finding that positive culture and compensation levels predict organizational transition. It conveys that a positive organizational culture thus makes employees feel more like part of the organization and more loyal to it, whereas a clear career development path and well-defined compensation packages lead to job satisfaction and retention.

Table 12. *Multiple Regression Analysis of Succession planning, Professional development Program, and Retention strategies to predict Organizational sustainability*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.193	0.117		1.654	0.100
Clear Career Progression	0.205	0.049	0.238	4.168	0.000
Positive Organizational Culture	0.225	0.041	0.242	5.463	0.000
Networking Opportunities	0.148	0.049	0.144	3.034	0.003
Mentoring	0.131	0.044	0.142	2.999	0.003
Job Satisfaction	0.155	0.047	0.183	3.306	0.001
Leadership Development Program	0.096	0.038	0.109	2.519	0.013
R = .908, Adj R squared = .825, F (4, 171) = 201.025, p < .001					

Table 12 displays the multiple regression analysis results, which tested if succession planning, professional development programs, and retention strategies could jointly predict organizational sustainability significantly. The findings show that the regression model is statistically significant, $F(4, 171) = 201.025$, $p < .001$, with a very high correlation coefficient ($R = .908$). The adjusted R of .825 indicates that 82.5% of the variance in organizational sustainability is explained by the set of predictors included in the model. This illustrates to the organization a strong predictive ability, which is the main human resource-centered strategy for the leader's transition phase and for sustaining the organization.

Among the predictors, Positive Organizational Culture was the most significant factor contributing to organizational sustainability ($\beta = .242$, $p < .001$). It means that a workplace characterized by shared values, trust, and support has a considerable impact on the organization's stability over time, especially during succession periods. Closely related is Clear Career Progression ($\beta = .238$, $p < .001$), which suggests that employees will be more loyal to the organization if leadership becomes their pathway and growth opportunities are clear and achievable. Additionally, Job Satisfaction ($\beta = .183$, $p = .001$) is a major factor in sustainability, thus, positively contributing to the idea of employees who are satisfied and hence, become the source of institutional continuity and resilience. In the same way, the contributions of both Networking Opportunities ($\beta = .144$, $p = .003$) and Mentoring ($\beta = .142$, $p = .003$) to sustainability are equally significant, as they help create professional support

systems and leadership readiness. These results highlight the importance of relational and developmental mechanisms in succession planning frameworks. The Leadership Development Program ($\beta = .109$, $p = .013$) was the last significant predictor, though, as its standardized coefficient was the smallest. This means that carefully designed leadership preparation programs, although to a lesser extent, still make a considerable contribution to sustainability by leadership continuity and therefore, less disruption during transitions.

Generally, these findings demonstrate the claim that succession planning, professional development initiatives, and retention strategies are significant predictors of organizational sustainability. The outcomes resonate with the study's main theme of retention stories exemplifying intentional investments in people, leadership capacity, and supportive organizational cultures that form the core of sustainable organizations.

Mihir & Padroo (2025) found that talent management and succession planning are the bedrocks for organizational sustainability. They demonstrate that talent identification, development, and retention, which are among the main features of succession planning, are essential to long-term sustainability. Rodriguez-Sanchez et al. (2020) found that work-life balance measures, which improve job satisfaction, lead to higher retention and more stable organizational performance; thus, they are key elements of organizational sustainability. Their study finds that employees who enjoy better work-life balance are more satisfied and loyal; thus, they become a driving force for organizational sustainability over time. In the same way, Montaña (2025) elaborates on work-life balance as an initiative that is strongly correlated with employee retention, commitment and job satisfaction, thereby establishing a further link between HR practices and sustainability through reduced turnover and greater engagement. Moreover, evidence on sustainable HRM practices suggests that adopting sustainable HR strategies, such as fair pay, a culture of support, and development opportunities, can be a major driver of both employee engagement and the organization's long-term performance (Siva et al., 2024).

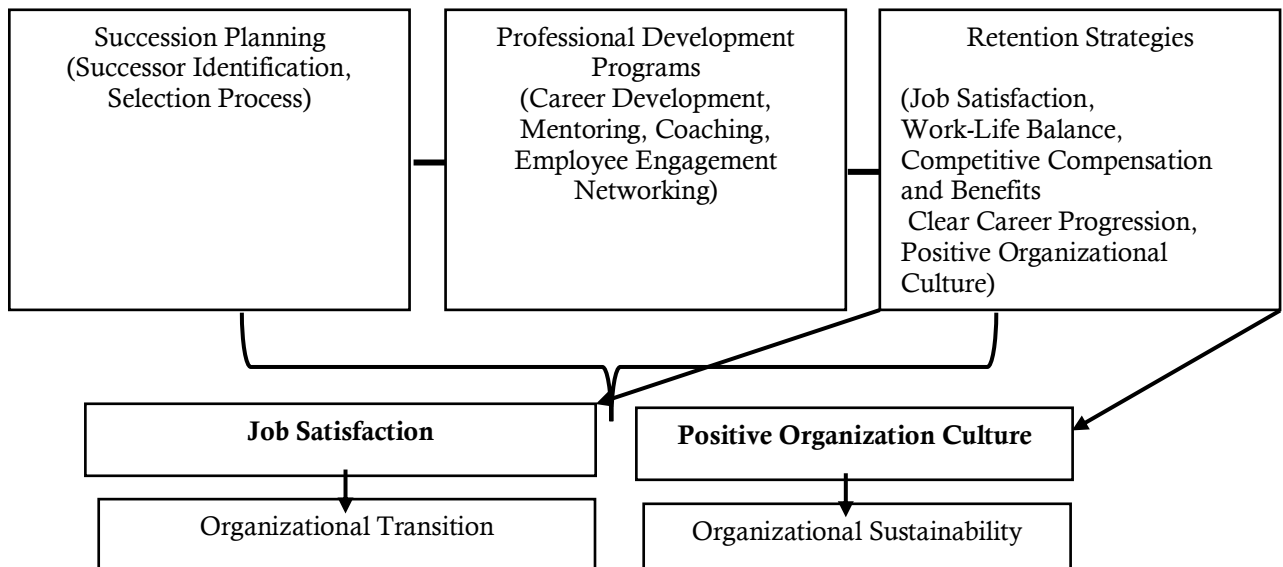


Figure 1. Integrated Succession–Retention Model for Sustainable Organizational Transition in Private Schools

4. Recommendations

Private schools may consider succession planning a formal institutional practice by

establishing successor identification, leadership competency frameworks, and transition protocols as standard operating procedures to ensure leadership continuity and reduce disruption during organizational transitions. A professional development program may be aligned with succession planning to create a strong internal leadership pipeline and strengthen organizational sustainability. Private schools may focus on retention strategies that enhance job satisfaction, work-life balance, clear career progression, and employee commitment, as these factors have been statistically shown to significantly impact organizational transition and sustainability. School leadership may be the one to foster a culture of trust, transparency, and recognition, since a positive organizational culture has been found to be one of the main predictors of smooth transitions and long-term organizational sustainability. Policymakers and governing bodies may incorporate succession planning, retention strategies, and employee well-being into institutional policies and accreditation standards. Future researchers are encouraged to conduct longitudinal or comparative studies across different educational environments to analyze the long-term impacts of succession planning, professional development, and retention methods, and to identify additional mediators or moderator variables in these relationships.

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