

1. Title:

Private And Public-School Culture as a Predictor of Teacher Turnover Intentions

2. Research Overview:

This study examined school culture as a predictor of teacher turnover intention among public and private senior high school teachers in Baliwag City. Using a mixed-methods approach, it analyzes how overall school culture influences teachers' intentions to stay or leave their institutions.

3. Purpose of Study:

This study examined the predictive relationship between school culture and teacher turnover intention in public and private senior high schools. Specifically, it sought to determine the level of school culture in terms of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships, as well as the level of teacher turnover intention in terms of subjective social status, organizational climate, personal orientation, expectations, and career growth. Furthermore, based on the findings, the study developed an evidence-based action plan that schools may adopt to strengthen school culture and effectively minimize teacher turnover.

By determining the predictive relationship of school culture on teachers' turnover intentions, educational institutions will be able to formulate targeted strategies focused on retaining valuable employees while diminishing teacher turnover and related costs. It may also assist administrators in implementing more effective leadership strategies and positive organizational culture that promote a healthy work environment, resulting in increased job satisfaction and commitment. Conclusively, the study's findings can help policymakers and educational leaders make essential modifications or improvements to school policies and practices concerning school culture, with the resulting action plan serving as a practical guide for implementing these improvements.

4. Research Methods:

The study utilized a descriptive-correlational research design with a mixed-methods approach, integrating quantitative and qualitative data to provide a comprehensive understanding of the phenomenon. The respondents consisted of public and private senior high school teachers selected through appropriate sampling techniques. Quantitative data were gathered using standardized survey instruments measuring dimensions of school culture and turnover intention, while qualitative data were obtained through follow-up interviews to enrich and explain the statistical results. Data analysis involved descriptive statistics and inferential methods to determine relationships and predictive strength between variables, complemented by thematic analysis for qualitative responses. Ethical considerations, including informed consent and confidentiality, were strictly observed to ensure the integrity and credibility of the research.

5. Results and Discussion:

The findings of the study reveal that teachers' overall perception of school culture plays a significant role in shaping their intention to stay in or leave their schools. Rather than being influenced by any single aspect of the school environment, teachers' turnover intention appears to be affected by how they experience the culture of the school as a whole. When teachers viewed their school culture positively, they were less inclined to consider leaving; conversely, less favorable cultural experiences were associated with a stronger intention to seek employment elsewhere.

The results further illustrate that turnover intention is not merely a personal decision but is closely connected to the organizational environment in which teachers work. Differences in school settings, particularly between public and private institutions, contribute to variations in how teachers perceive their workplace culture, which in turn influences their level of commitment. Even when teachers did not immediately plan to leave, the presence of turnover intention suggests potential long-term risks if school-level conditions remain unaddressed.

The discussion reinforces earlier research emphasizing that retention is strongly linked to organizational culture rather than to isolated factors alone. A healthy school culture fosters a

sense of belonging, professional value, and institutional attachment, which reduces teachers' inclination to leave. Overall, the study highlights that strengthening school culture as an integrated system is essential for minimizing teacher turnover intention and sustaining a stable and committed teaching workforce.

6. Keywords:

School Culture, Turnover Intention, Predictive Relationships