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Research Article

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

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ABSTRACT

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. The study also investigated whether school culture significantly predicts teacher turnover intention in both public and private school contexts.

The study employed sequential explanatory mixed methods research design, beginning with a quantitative phase followed by a qualitative phase to further explain and elaborate on the initial statistical results, with teachers from selected public and private senior high schools serving as respondents. Data were gathered using standardized survey questionnaires and analyzed through descriptive statistics and regression analysis. Findings revealed that school culture dimensions were generally perceived at a moderate to high level in both public and private schools, while teacher turnover intention was reported at a low to moderate level. Results further indicated that school culture significantly influenced teacher turnover intention in both settings, with collegial support, collaborative leadership, and unity of purpose emerging as key predictors.

Based on the findings, the study proposed action plans for public and private senior high schools aimed at strengthening collaborative leadership, collegial support, professional development, workload management, and shared organizational goals. The study underscores the importance of cultivating a positive and supportive school culture as a strategic approach to reducing teacher turnover intention and sustaining teacher commitment. The results provide valuable implications for school leaders, policymakers, and educational institutions in developing context-responsive and evidence-based management practices.

Keywords: *Collaborative Leadership, Professional Development, Retention Strategies*

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Introduction

Teachers play a significant role in shaping the future, unleashing students' capabilities, and serving as a major contributor to achieving the Sustainable Development Goal (SDG) 4 of inclusive and equitable education (UNESCO, 2024). Every educational institution aims to employ competent teachers who can provide students with quality education. Exceptionally competent and dedicated teachers can perform efficiently and make a significant impact, thereby nurturing highly qualified students. Hence, educational institutions need to retain the valuable educators (Moser & McKim, 2020). Teacher retention refers to an educational institution's ability to retain its teachers, discouraging them from leaving the institution or the profession (Hawthorne, 2025). Teacher retention improves the education system holistically by positively impacting students' educational achievement. In addition, teacher retention is viewed as cost-effective, as institutions can allocate funds to new programs and technologies focused on student development rather than hiring and training new teachers. The ability to retain effective teachers shapes a school's long-term performance (Miller et al., 2020).

However despite innumerable teacher retention initiatives, teacher turnover, known as the reduction in the number of teachers caused by resignation or retirement, remains one of the most persistent and complex problems that educational institutions face globally. Teacher turnover has had significant ripple effects across the education sector. Moreover, while tremendous effort and a large sum of money have been invested in addressing this concern, there is no clear solution yet (Mohammad & Borkoski, 2024).

Globally, high levels of teacher attrition have been continuously recorded. For instance, recent data show that in the United States, about eight percent of public school teachers quit the teaching profession or move to another school each year, consistent with pre-pandemic estimates, but many states now report attrition and turnover rates above 10% (Barnum, 2023; Taie & Lewis, 2023; North Carolina Department of Public Instruction, 2023). The issue extends beyond North America to Europe, Hong Kong, and Australia, with around 40% to 50% of new teachers reported to leave the teaching profession during their first five years (Shuls & Flores, 2020).

In the Philippine context, concerns about retaining teachers have likewise become pressing. According to the latest audit by the Commission on Audit (COA), covering 2022 to 2023, the number decreased from 879,793 (end-2022) to 858,318 (end-2023), a reduction of 21,475 teachers. The Philippines is not only experiencing a shortage of teachers but is also losing more employed professional teachers nationwide.

Qualitative insights from school leaders within the district under study further highlight the consequences of this trend. During an interview with a public senior high school head, it was noted that teacher turnover often leads to instructional disruptions and weakened institutional continuity. Similarly, a private senior high school principal shared that teacher turnover in private school institutions extends beyond its impact on administrators and students, affecting parents as well, who experience heightened anxiety and diminished trust in educational institutions when turnover rates become alarmingly high.

Insights from former teachers within the same district provide a deeper understanding of the reasons behind these turnover patterns. A former public school teacher cited excessive workloads, the lack of management initiative to support employees, and limited opportunities for career advancement as primary reasons for resignation. In contrast, a former private school teacher pointed to low salaries, explaining that private school employment is often viewed as a temporary post while gaining teaching experience, pursuing graduate studies, or completing the requirements for a teaching license required for employment in public schools.

While these accounts highlighted the factors influencing teachers' decisions to leave, the existing literature further explains the underlying factors driving teacher turnover. Based on previous studies, compensation and benefits have been identified as the major factors influencing teacher retention (Aulia & Haerami, 2023). For instance, low-paid teachers are more likely to look elsewhere for a job, particularly if they feel they would be unable to make ends meet. Furthermore, if teachers do not have access to healthcare, retirement, or

other benefits, they may be more likely to resign (Coman etal, 2020). Another point to consider is that, aside from compensation and benefits, several studies on teacher retention have consistently found that an intolerably unpleasant work environment, culture, and experiences also cause teacher turnover (Marks & Esdal, 2023). Examples of this include excessive workloads, a lack of management's initiative to support employees, and the absence of opportunities for career advancement (Aulia & Haerami, 2023).

Previous research has identified various factors associated with teacher turnover; however, limited investigations have examined these within the context of Philippine public and private senior high schools. Moreover, organizational factors, such as school culture, remain relatively understudied compared to more tangible aspects, such as salary and benefits. The shared values, norms, and practices within a school culture play an important role in influencing teachers' professional experiences and school effectiveness (Uwa & Uwa, 2026).

Studies show that schools that foster trust, collegiality, and collaboration create positive professional experiences for teachers and improve their overall well-being (Kagaba, 2024). In private schools, mission-driven and flexible cultures promote collaboration and teacher commitment (Atasoy, 2020; Jintalan & Velasco, 2024), while public schools emphasize collective engagement and shared leadership despite structural constraints (Pagat, 2025; Savariz & Magallanes, 2024). Across both contexts, strong collegial relationships and leadership support are consistently linked to improved teacher outcomes and organizational effectiveness (Chen & Rong, 2023; Nogadas & Apostol, 2024).

Given these insights, examining school culture as a predictor of teacher turnover intention provides a more comprehensive perspective on retention by highlighting the importance of organizational and relational factors beyond economic considerations. In addition, this study determined which school culture dimensions were most strongly associated with higher teachers' turnover intentions. Furthermore, based on the results, the researcher developed an evidence-based action plan that schools can adopt to strengthen school culture and effectively reduce teacher turnover.

Identifying the predictive link between school culture and teachers' turnover intentions, educational institutions can formulate targeted strategies to retain valuable employees while reducing turnover and related costs. It also helps administrators implement more strategic leadership practices and foster a supportive school culture that promotes a healthy work environment, thereby increasing job satisfaction and commitment. In conclusion, the study's findings can help policymakers and educational leaders make essential modifications to school policies and practices related to school culture, with the resulting action plan serving as a practical guide for implementing these improvements.

Materials and Methods

Research Design

A sequential explanatory mixed-methods research design was utilized in this study, beginning with quantitative data collection and analysis, followed by a qualitative phase to clarify the statistical results further. This design is recognized as a rigorous approach in mixed methods research, as it allows researchers to use qualitative data to provide deeper interpretation and explanation of quantitative findings (Creswell & Guetterman, 2024).

The quantitative component aimed to provide a general insight into school culture and teachers' intentions to leave among participating schools. The researcher generated objective, contextually informative findings through unbiased statistical analyses, thereby ensuring the validity and reliability of the results through a quantitative approach (Oranga & Matere, 2025).

In the first phase, a descriptive and predictive correlational research design was used to examine the school culture and the teachers' turnover intentions. Specifically, using regression analysis within this correlational framework enabled the researcher to estimate to what extent each dimension of school culture (predictor variables: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, learning partnership) is associated with and may predict the level of teachers' turnover intention

(criterion variable). Correlational designs that employ regression or multiple regression allow researchers to establish predictive links among variables without manipulation, which is well-suited to non-experimental educational research contexts (Bhandari, 2023).

The qualitative component of the study served as the second stage of the sequential explanatory mixed methods approach. This phase aimed to provide a deeper interpretation and context for the quantitative findings by examining teachers' perspectives on school culture and its effect on turnover intention. A narrative method was used to obtain comprehensive insights into participants' experiences and to describe the school culture dimensions identified as significant in the quantitative results. Interview responses were examined through thematic analysis, which involved reviewing the data, generating initial codes, organizing themes, and refining recurring ideas and meanings reflected in the participants' narratives. The study specifically used a hybrid coding method that combined predetermined codes derived from the research questions with emerging codes drawn directly from participants' responses. This method enabled both systematic analysis and flexibility in capturing new insight.

Respondents of the Study

The respondents of this study were Senior High School (SHS) teachers from both public and private schools in Baliwag City, Bulacan. Since the study employed a sequential explanatory mixed methods design, different sampling techniques were applied in the quantitative and qualitative phases to address the distinct purposes of each stage.

Quantitative phase respondents: For public senior high schools, since the total population consisted of only 36 employed teachers, census sampling was utilized. This meant that all members of the target population served as the respondents to obtain a complete, accurate, and unbiased representation of the group.

In contrast, purposive sampling was used to select the participating schools from the private institutions. Only private senior high schools that have 25–30 or more senior high school teachers were included. This criterion ensured that the selected schools had a sufficiently large population to provide reliable and representative data and allowed for meaningful comparisons across respondents.

The number of respondents from the private schools was then determined using Raosoft Sample Size Calculator to ensure statistical representativeness. Based on this calculation, a sample size of 148 respondents was identified from a total population of 240.

To select respondents, proportionate stratified sampling was employed, with schools treated as strata. A proportional number of teachers were selected from each participating private school to ensure the institutions were adequately represented. This method allowed for efficient data collection while maintaining the representativeness of the sample across the population.

For the qualitative phase, a purposive sampling technique was employed. Participants were drawn from teachers who have completed the quantitative survey to ensure that the qualitative findings are directly based on the survey results.

To be included in the qualitative phase, participants had to (1) have completed the quantitative survey, (2) have a minimum of three years of service in the current school (3) represent a range of school culture and turnover intention scores, with particular emphasis on those with high scores in school culture and low scores in turnover intention, and (4) express willingness to participate in the interview process.

Guided by the quantitative findings, participant selection prioritized teachers who reported positive perceptions of school culture to explore how these experiences may have influenced their turnover intentions, as well as teachers who demonstrated low turnover intention to examine how aspects of school culture contributed to their decision to remain in the school. This criterion-based selection was intended to generate rich perspectives that deepened understanding of the relationship between school culture and turnover intention.

The qualitative sample included teachers from both public and private senior high schools, maintaining representation across the two school types identified in the quantitative phase. The number of participants was influenced by the limited availability of eligible participants within the research setting.

However, data collection continued until sufficient depth and redundancy of responses were achieved. After six interviews, no substantially new themes emerged, indicating that the data were adequate for the purposes of the study. The purposive selection complemented the quantitative phase, which enabled the study to clarify, contextualize, and expand upon statistical findings, consistent with the sequential explanatory mixed-methods design. These criteria ensured that the study captured perspectives from teachers who were actively involved in the school environment and whose experiences were relevant to understanding the relationship between school culture and turnover intention.

Research Instrument

To assess school culture more specifically, this study utilized the School Culture Survey (SCS) developed by Gruenert and Valentine (1998). The SCS identified six dimensions of school culture: collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose, and learning partnership.

This instrument has been widely used and validated in more recent research. For instance, Miller (2018) employed the SCS to examine the relationships between school culture constructs and student achievement in Title I schools. Likewise, Alvarez (2025) adapted the SCS for a study on school culture and teacher motivation in international schools in Bangkok. Incorporating these more recent studies helps confirm the reliability and relevance of the SCS in measuring school culture today and strengthens the justification for its use in this research.

In addition, this study also utilized the Expanded Multidimensional Turnover Intentions Scale, developed and validated by Dhanpat, Modau, and Lugisani (2023) to measure the level of teachers' turnover intention. The EMTIS is a standardized instrument designed to assess an individual's likelihood of leaving their current organization. The scale comprised five dimensions: subjective social status, organizational culture, personal orientation, expectations, and career growth, each capturing respondents' thoughts, plans, and tendencies related to quitting, searching for alternative employment, or expressing a desire to leave their present workplace.

According to prior studies, the School Culture Survey demonstrated good to excellent internal consistency across its subscales (Cronbach's α=0.66–0.91), while the Expanded Multidimensional Turnover Intentions Scale showed good to excellent reliability (α = 0.82-0.93). These results indicated that both instruments consistently measure their respective constructs. Both instruments were utilized in the context of senior high schools, assuring their relevance and applicability in the research setting.

For the qualitative phase, a semi-structured interview guide was developed and validated to gather in-depth insights from participants, complementing the quantitative data obtained from the SCS and EMTIS. The interview questionnaire is designed to explore teachers' experiences of school culture and how it influences their turnover intentions.

Data Gathering Procedure

Before the conduct of the study, the researcher sought permission from the Schools Division Office for public schools and school heads of private schools from Baliwag City, Bulacan. Upon receiving the approved permit, the researcher coordinated with the school heads and focal persons of the school respondents through personal visitation for the approval and schedule of quantitative data collection.

The quantitative phase was conducted first. The researcher administered the School Culture Survey (SCS) and the Expanded Multidimensional Turnover Intentions Scale (EMTIS) to the target respondents using Google Forms. Follow ups were facilitated through email and, when necessary, through phone calls. Responses were collected anonymously to ensure confidentiality.

Following the quantitative phase, the qualitative phase was conducted. A semi-structured interview guide was developed and validated to gather in-depth insights from selected participants. Upon analyzing the results of the quantitative phase, the researcher identified participants who met the inclusion criteria. Participants were contacted through email. Consistent with the qualitative design of the study, participants were requested to provide written

responses to the interview questions. This approach allowed the respondents to reflect on their experiences and express their answers in detail.

All collected data, both quantitative and qualitative, were securely stored in password-protected digital files and backed up in compliance with data privacy and research ethics protocols. Access to the data was limited to the researcher to maintain confidentiality and ensure the integrity of the research.

Data Processing and Statistical Treatment

The data gathered in this study were subjected to appropriate statistical analyses based on the research questions. To determine the level of school culture and turnover intention, descriptive statistics such as mean and standard deviation were computed. These measures provided a summary of the respondents' perceptions and the overall tendencies of the variables (Costan et al., 2022).

To test whether there is a significant predictive relationship between school culture and turnover intention, Simple Linear Regression Analysis was employed. This test allowed the researcher to determine the extent to which school culture predicted the level of turnover intention among teachers (Pallant, 2020).

Finally, to examine whether the different dimensions of school culture significantly predicted turnover intention, Multiple Linear Regression Analysis was conducted. This method identified the relative contribution of each predictor variable (school culture dimensions) in explaining the variance in the outcome variable (turnover intention).

For the qualitative data, interview responses were transcribed verbatim and analyzed using thematic analysis. The data processing involved familiarization with the transcripts, initial coding, categorization of codes into themes, and refinement of themes to identify recurring patterns and meanings related to teachers' experiences of school culture and turnover intentions. The qualitative findings were used to explain and enrich the quantitative results in line with the sequential explanatory mixed methods design.

Ethical Consideration

Research ethics is a vital consideration as it signifies credibility and governs the welfare of the respondents. In this study, the researchers ensured that the respondents were comprehensively aware of the purpose and procedures of the research before they willingly agree to take part. A consent letter was presented before the actual data-gathering procedure to ensure their voluntary participation. All the information gathered from the survey questionnaire and the interview process were managed with confidentiality and anonymity in accordance with the Republic Act 10173, the Data Privacy Act of 2012, and were used for academic purposes only. The data were
securely stored in password-protected digital files and will be retained for a period of five years, after which it will be permanently deleted or destroyed. The researcher maintained objectivity and impartiality to ensure the validity and credibility of the research findings, properly acknowledge contributions, and foster a collaborative and inclusive research environment.

Likewise, NU Baliwag Research Ethics Committee played a critical role in overseeing the ethical conduct of this study. The NU Baliwag Research Ethics Committee monitored compliance with ethical standards throughout the research process, promoting integrity and transparency. By fulfilling these responsibilities, along with the researchers' ethical considerations, the respondents' rights and welfare were safeguarded, contributing to the overall trustworthiness and integrity of this study.

Result and Discussion

School Culture in Public Senior High School

The overall mean of 4.08 with a standard deviation of 0.52 indicates that teachers generally agree that a positive school culture is present, reflecting a strong level of school culture based on the established interpretation scale. This finding is consistent with literature emphasizing that supportive leadership, collaboration, and shared organizational values collectively contribute to a strong and positive school culture (Nguyen, 2020; Bantilan et al., 2024).

Among the dimensions, Unity of Purpose recorded the highest mean score (*M* = 4.17, SD = 0.45), suggesting that teachers perceive a strong sense of shared vision, mission alignment, and collective direction within their schools. The low SD indicates a high level of consistency in perceptions, highlighting the role of mission-driven leadership in fostering organizational coherence. This finding aligns with studies showing that clear school missions and shared goals promote teacher commitment and a cohesive school culture (Pagat, 2025; Nogadas & Apostol, 2024).

Similarly, Professional Development (*M* = 4.15, SD = 0.47) and Teacher Collaboration (*M* = 4.10, SD = 0.71) were also rated within the Agree range, indicating that opportunities for continuous learning, professional growth, and collaborative practices among teachers are well established. These results support prior research emphasizing that professional development and collaboration are key components of effective school culture and are associated with improved instructional practices and teacher engagement (Zavelevsky et al., 2022; Moser & McKim, 2020).

Other dimensions, including Collaborative Leadership (*M* = 4.06, SD = 0.56) and Learning Partnership (*M* = 4.03, SD = 0.73), likewise obtained mean scores interpreted as Agree. These findings suggest that leadership practices, stakeholder communication, and shared responsibility for student learning are generally evident, although the moderate SD values indicate some variability in how consistently these practices are experienced across schools. Previous studies note that while these dimensions are commonly present, their implementation may vary depending on organizational conditions and leadership consistency (Nguyen, 2020; Ramirez & Capili, 2025).

The dimension with the lowest mean score was Collegial Support (*M* = 3.95, SD = 0.84), although it still falls within the Agree range. This result implies that while mutual trust, cooperation, and willingness to help are generally present, teachers' experiences of collegial relationships are less consistent compared to other dimensions. Similar findings have been reported in studies highlighting the need to strengthen inclusive professional relationships to sustain positive school culture and teacher well-being (Lara et al., 2025; Savariz & Magallanes, 2024).

Overall, the findings suggest that the schools demonstrate a strong and positive school culture, particularly in terms of shared purpose, professional development, and collaborative practices. However, the variability observed across some dimensions—especially collegial support and learning partnership—highlights opportunities for strengthening consistency. Addressing these areas may further enhance school culture, support teacher engagement, and contribute to improved teacher retention (Nguyen, 2020; Moser & McKim, 2020).

Turnover Intention Level of Teacher in Public Senior High Schools

The overall mean of 2.25 with a standard deviation of 0.69, interpreted as Disagree, corresponds to a LOW level of turnover intention based on the established level descriptor (1.81–2.60 = Low). This result indicates that, overall, public senior high school teachers exhibit a relatively low inclination to leave their current institutions.

Across all dimensions, the mean scores fall within the Disagree range, consistently reflecting a Low level of turnover intention. Subjective Social Status (*M* = 2.08, SD = 0.65) and Personal Orientation (*M* = 2.19, SD = 0.73) registered the lowest mean scores, suggesting that personal image, family considerations, health concerns, and individual outlook are not major drivers of turnover intention among public school teachers. These findings align with studies indicating that stable employment and professional legitimacy in public school systems reduce turnover intentions associated with personal and demographic factors (Nguyen, 2020; Elyashiv & Navon, 2021).

Similarly, Organizational Climate (*M* = 2.49, SD = 1.09) and Expectation (*M* = 2.22, SD = 0.71) were also interpreted as Disagree, indicating that dissatisfaction with organizational practices, compensation, job security, recognition, and alternative employment opportunities does not strongly motivate teachers to leave. Previous research suggests that the relatively stable structures and perceived security of public schooling help buffer the effects of such

concerns on turnover intention (Nguyen, 2020; Moser & McKim, 2020).

The Career Growth dimension (*M* = 2.26, SD = 0.84) likewise reflects a Low level of turnover intention, implying that issues related to advancement, job designation, and professional development are generally not dominant factors influencing teachers' decisions to stay or leave. This finding is consistent with literature noting that standardized promotion systems and access to professional development in public schools contribute to lower turnover intention related to career progression (Moser & McKim, 2020; Taie & Lewis, 2023).

Overall, the findings indicate that public senior high school teachers demonstrate a LOW level of turnover intention across all dimensions, suggesting that retention in public schools is strongly supported by institutional stability, organizational support, and established career structures. These results imply that efforts to sustain positive school culture, supportive organizational practices, and professional development opportunities are likely to further reinforce teacher retention in public senior high schools (Nguyen, 2020; Elyashiv & Navon, 2021).

Turnover Intention Level of Teacher in Private Senior High Schools

The overall score of 2.41 with a standard deviation of 0.94, interpreted as Disagree, corresponds to a LOW level of turnover intention based on the established level descriptor (1.81–2.60 = Low). This result indicates that, overall, private senior high school teachers exhibit a relatively low inclination to leave their current institutions.

Across most dimensions, the mean scores fall within the Disagree range, indicating a Low level of turnover intention. Personal Orientation (*M* = 2.14, SD = 0.86) registered the lowest mean score, suggesting that family considerations, health concerns, and personal outlook are not significant drivers of teachers' intentions to leave. This finding aligns with studies emphasizing that personal and demographic factors are generally weaker predictors of turnover compared to organizational and professional conditions (Nguyen, 2020; Elyashiv & Navon, 2021).

Similarly, Subjective Social Status (*M* = 2.36, SD = 1.01) and Career Growth (*M* = 2.45, SD = 1.04) were interpreted as Disagree, indicating that concerns related to professional standing, job designation, and advancement opportunities generally do not strongly motivate private school teachers to leave. Previous research suggests that although private school teachers may experience varying career expectations, turnover intentions are often more closely linked to broader organizational and leadership factors than to dissatisfaction with career progression alone (Nguyen, 2020; Moser & McKim, 2020).

The Organizational Climate dimension (*M* = 2.46, SD = 1.23) also reflects a Low level of turnover intention, suggesting that organizational practices, policies, and work environments are generally viewed as acceptable. However, the relatively higher SD indicates variability in perceptions, implying that teachers' experiences of organizational conditions may differ across private school contexts (Aduna et al., 2020; Saldevia & Pedroso, 2025).

Notably, the Expectation dimension recorded the highest mean score (*M* = 2.63, SD = 1.05), interpreted as Undecided, corresponding to a MODERATE level of turnover intention. This suggests that expectations related to job security, professional recognition, and long term career stability represent a potential area of concern for some private senior high school teachers. Prior studies indicate that uncertainties surrounding employment stability and recognition are more pronounced in private school settings and may influence teachers' turnover intentions when left unaddressed (Moser & McKim, 2020; Elyashiv & Navon, 2021).

Overall, the findings indicate that private senior high school teachers demonstrate a low level of turnover intention across most dimensions, with the exception of expectations, which reflect moderate uncertainty. These results suggest that while private school teachers generally intend to stay, retention efforts may benefit from addressing expectations related to job security, recognition, and long term career prospects to further reduce potential turnover intentions (Nguyen, 2020; Moser & McKim, 2020).

Schools Culture as Predictor of Teacher Turnover Intention

To determine whether school culture significantly predicts teachers' turnover intention, Simple Linear Regression Analysis was employed. This statistical technique was used to examine the predictive relationship between school culture as the independent variable and turnover intention as the dependent variable, and to determine the extent to which variations in teachers' turnover intention can be explained by their perceptions of school culture. Separate regression analyses were conducted for public and private senior high schools to account for contextual differences between the two school types.

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Table 1. Simple Linear Regression Predicting Turnover Intention from School Culture in Public Schools

Predictor	B	SE B	β	t	p
Constant	4.637	1.099	---	4.221	0.000
School Culture	-0.587	0.267	-0.440	-2.193	0.040

N = 36. Dependent variable: Turnover Intention

B = unstandardized regression coefficient; SE B = standard error of B; β = standardized coefficient.

Model summary: $R^2 = 0.194$, $F(1, 18) = 4.810$, $p = 0.040$

A simple linear regression was conducted to examine whether school culture predicted turnover intention among public school teachers. The overall regression model was statistically significant, F(1, 18) = 4.81, p = .040, with an R^2 of .194, indicating that school culture accounted for approximately 19.4% of the variance in turnover intention.

The regression coefficients revealed that school culture was a significant negative predictor of turnover intention (B = -0.587, SE B = 0.267, β = -0.440, t = -2.193, p = .040). This suggests that more positive perceptions of school culture were associated with lower levels of turnover intention. Specifically, for each one-unit increase in school culture, turnover intention decreased by about 0.59 units.

The standardized beta coefficient (β = −0.440) indicates a moderate inverse relationship between school culture and turnover intention, underscoring the importance of school culture in shaping teachers' decisions to stay or consider leaving their institution.

Based on these results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This indicates that school culture significantly predicts teachers' turnover intention among public senior high school teachers.

Table 2. Simple Linear Regression Predicting Turnover Intention from School Culture in Private Schools

Predictor	B	SE B	β	t	p
Constant	5.159	0.662	---	7.795	0.000
School Culture	-0.673	0.160	-0.484	-4.213	0.000

N = 148. Dependent variable: Turnover Intention

B = unstandardized regression coefficient; SE B = standard error of B; β = standardized coefficient.

Model summary: $R^2 = 0.234$, $F(1, 58) = 17.752$, $p = 0.000$.

A simple linear regression was conducted to examine whether overall school culture predicted overall turnover intention among teachers in private schools. The regression model was statistically significant, $F(1, 58) = 17.75$, $p < .001$, with an R^2 of .234. This indicates that school culture explained approximately 23.4% of the variance in turnover intention.

The regression coefficients showed that school culture was a significant negative predictor of turnover intention ($B = -0.673$, SE B = 0.160, $\beta = -0.484$, $t = -4.213$, $p < .001$). This suggests that more positive perceptions of school culture were associated with lower levels of turnover intention. Specifically, for each one-unit increase in school culture, turnover intention decreased by about 0.67 units.

The standardized beta coefficient ($\beta = -0.484$) further suggests a moderate to strong inverse relationship between school culture and turnover intention, indicating that school culture plays a substantial role in influencing teachers' decisions to stay or consider leaving in private schools. Based on these results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This indicates that school culture significantly predicts teachers' turnover intention among private senior high school teachers.

To further examine whether the different dimensions of school culture significantly predict teachers' turnover intention, Multiple Linear Regression Analysis was conducted. This statistical method was employed to determine the simultaneous and relative contribution of each school culture dimension as predictor variables in explaining the variance in the outcome variable, turnover intention. By analyzing the unique effect of each dimension while controlling for the others, this approach allowed the researcher to identify which aspects of school culture exert the strongest predictive influence on teachers' turnover intention.

Table 3. Multiple Linear Regression Predicting Overall Turnover Intention from School Culture in Public Schools

Predictor	B	SE B	β	t	p
Constant	3.738	1.773		2.108	0.052
Collaborative Leadership	-0.149	0.508	-0.121	-0.294	0.773
Teacher Collaboration	-0.325	0.467	-0.331	-0.695	0.498
Professional Development	-0.320	0.489	-0.219	-0.655	0.522
Unity of Purpose	0.708	0.601	0.460	1.177	0.257
Collegial Support	0.114	0.309	0.137	0.369	0.718
Learning Partnership	-0.404	0.323	-0.425	-1.251	0.230

$N = 36$. Dependent variable: Overall Turnover Intention
B = unstandardized regression coefficient; SE B = standard error of B; β = standardized coefficient.
Model summary: $R^2 = 0.337$, $F(6,15) = 1.269$, $p = 0.328$.

A multiple linear regression was conducted to examine whether dimensions of school culture predicted overall turnover intention among teachers in public schools. The overall regression model was not statistically significant, $F(6, 15) = 1.27$, $p = .328$, with an R^2 of .337. This indicates that the predictors collectively explained about 33.7% of the variance in turnover intention, but the model did not provide a reliable fit to the data.

None of the individual predictors reached statistical significance.

Table 4. Multiple Linear Regression Predicting Overall Turnover Intention from School Culture in Private Schools

Predictor	B	SE B	β	t	p
Constant	5.020	0.708		7.092	0.000
Collaborative Leadership	-0.253	0.228	-0.237	-1.108	0.273
Teacher Collaboration	-0.052	0.279	-0.042	-0.185	0.854
Professional Development	0.122	0.247	0.095	0.495	0.623
Unity of Purpose	-0.406	0.239	-0.323	-1.697	0.095

Predictor	B	SE B	β	t	p
Collegial Support	-0.293	0.236	-0.250	-1.239	0.221
Learning Partnership	0.239	0.230	0.199	1.036	0.305

N = 148. Dependent variable: Overall Turnover Intention
B = unstandardized regression coefficient; SE B = standard error of B; β = standardized coefficient.
Model summary**:** R^2 = 0.286, F (6,53) = 3.539, p = 0.005

A multiple linear regression was conducted to examine whether dimensions of school culture predicted overall turnover intention among teachers in private schools. The overall regression model was statistically significant, F(6, 53) = 3.54, p = .005, with an R^2 of .286. This indicates that the predictors collectively explained 28.6% of the variance in turnover intention, suggesting that school culture dimensions together have a meaningful influence on teachers' intentions to leave. Individually, none of the predictors reached conventional statistical significance at the p < .05 level.

Overall, results from both private and public schools indicate that while school culture dimensions exhibit inverse relationships with turnover intention, their unique predictive power is reduced when all dimensions are considered simultaneously.

The absence of statistically significant individual predictors suggests potential overlap or interrelatedness among the school culture dimensions, such that their combined influence is meaningful, but no single dimension independently explains turnover intention beyond the others. This implies that turnover intention among pubic and private senior high school teachers may be influenced by the overall school culture as an integrated construct, rather than by isolated cultural dimensions.

Based on these results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted at the model level. This indicates that the combined dimensions of school culture significantly predict overall turnover intention among public and private senior high school teachers, although no individual school culture dimension emerged as a significant standalone predictor.

This finding is consistent with Organizational Culture Theory (Schein, 1985, as cited in Cucchiara et al., 2025), which posits that organizational culture operates as an interconnected system of shared values, norms, and underlying assumptions. When examined simultaneously, specific cultural dimensions may lose individual predictive strength due to their interrelated nature; however, their combined influence meaningfully shapes teachers' attitudes and retention decisions.

Qualitative Findings

To further support and contextualize the quantitative findings on the influence of school culture on teachers' turnover intentions, a qualitative thematic analysis was conducted using interview responses from selected public and private senior high school teachers. This phase aimed to explain how teachers experience school culture in their daily professional lives and why certain dimensions of school culture influence their decision to stay or consider leaving. The themes that emerged provide deeper insight into the statistical trends identified in the quantitative phase and highlight the lived experiences behind the measured levels of turnover intention.

The following themes were identified from the analysis:

Theme 1: Family-Oriented, Warm, and Supportive School Culture

Teachers from both public and private schools consistently described their school culture as family-like, warm, and supportive. Daily interactions with colleagues and school leaders created a positive working environment that helped teachers cope with stressors inherent in the profession. One public school teacher shared that "the supportive and cheerful atmosphere makes even stressful work feel lighter," while another noted that work becomes manageable because co-teachers are "very friendly and approachable." Similarly, private school teachers emphasized that "you can feel that people are trying to support each other," describing their schools as "supportive, caring environments."

These experiences fostered a strong sense of belonging, where teachers felt valued as members of a community rather than merely as employees. Teachers highlighted that leadership practices strengthened this feeling, as "leaders actually listen to us and involve us in big decisions," and relationships with colleagues made teachers feel that they truly belonged in the school. This theme reinforces the quantitative findings showing high ratings in collegial support and unity of purpose, which corresponded with low turnover intention in both school sectors.

Theme 2: Inclusive and Collaborative Leadership with Variability in Practice

Teachers across public and private senior high schools described leadership as generally supportive and collaborative; however, their experiences revealed clear variability in leadership styles, particularly in private school settings. Public school teachers commonly characterized leadership as consultative and participatory, noting that school heads "actually listen to us and involve us in the big decisions" and that teachers and leaders "work together toward shared goals."

In contrast, private school teachers reported mixed leadership experiences. While some described inclusive practices, others noted more directive approaches, explaining that leadership was "a mix of top-down and consultative" or "mostly directive, but open to listening when there are concerns." Recognition from school heads also varied, with teachers emphasizing that "when your effort is noticed, it strengthens your motivation."

This variability helps explain why collaborative leadership received high quantitative ratings yet did not emerge as an independent predictor of turnover intention. Instead, leadership influenced teachers' retention decisions as part of the overall school culture, where consistent inclusion and recognition were more strongly associated with teachers' intention to stay.

Theme 3: Strong Collaboration and Collegial Support

Strong collaboration and mutual support were identified as defining features of school culture in both contexts, though structured differently. Public school teachers described collaboration as more institutionalized through formal activities such as Focus Group Discussions, where teachers "share knowledge gained from various school-related topics." In contrast, private school teachers described collaboration as more informal and department-based, where "teachers freely share resources and cover for each other."

Teachers emphasized that collegial relationships provided both emotional and professional backing. Knowing that "colleagues always have each other's backs" gave teachers confidence in handling workplace challenges. Another teacher explained that even demanding aspects of the job become manageable "with the support of my colleagues." These accounts directly support the quantitative findings that teacher collaboration and collegial support are strongly associated with low turnover intention.

Theme 4: Professional Growth and Development Support

Support for professional growth and development further explained teachers' low turnover intention. Teachers from both public and private schools described a culture of skill sharing, mentoring, and continuous learning. Public school teachers highlighted that experienced teacher "openly share ideas and guide newer teachers so they don't feel lost," while collaboration through formal discussions allowed teachers to exchange learning experiences.

Participants also emphasized support for seminars, trainings, and graduate studies. Teachers noted that schools "support professional growth through seminars and training activities," and some shared that school heads "encourage us to pursue advanced graduate studies." Despite some concerns about the applicability of certain trainings, these experiences clarify why career growth reflected a low level of turnover intention in both sectors.

Theme 5: Motivational Factors for Teacher Retention

Teachers identified key motivational factors that sustained their commitment to the profession, including emotional fulfillment,

sense of purpose, positive working environment, and tangible rewards. Several teachers expressed that they remain dedicated because "I truly feel that I belong," while others emphasized "the sense of community" and motivation drawn directly from students. One private school teacher stated that "the students are really what motivate me." Public school teachers also highlighted tangible rewards, noting that "having a competitive salary is an important motivating factor," which supports financial stability and long-term commitment. These experiences explain why personal orientation and expectation dimensions generally reflected low turnover intention, particularly in public schools.

Theme 6: Institutional Challenges and Workload Pressure

Despite the generally positive school culture, teachers acknowledged challenges that occasionally triggered thoughts of leaving. Teachers cited excessive paperwork, administrative demands, limited resources, fast-paced requirements, and multiple subject preparations as sources of stress. One teacher noted that "reducing paperwork would allow more time for students," while another shared that "sometimes there is more paperwork than actual teaching." Teachers also explained how "sudden requirements can be overwhelming," especially when multiple responsibilities occur simultaneously.

However, these challenges were described as triggers of turnover thoughts rather than decisive factors for leaving, as the supportive school culture largely outweighed these pressures. This theme helps explain the moderate variability observed in some turnover intention indicators, despite overall low levels.

Theme 7: Recommendations for School Culture Structural Improvement

Teachers from both public and private senior high schools identified structural improvements that could further strengthen school culture and minimize potential turnover intentions. A common recommendation was the reduction of paperwork and administrative workload, which teachers felt limited instructional focus, as "reducing paperwork would allow more time for students," and at times resulted in "more paperwork than actual teaching." Participants also emphasized the need for clear and transparent communication, noting that "clear communication would make everything run smoother," especially when decisions affect teachers' workload.

Teachers likewise highlighted the importance of wellness programs to address stress and burnout, with one participant sharing experiences of being "extremely overwhelmed and close to burnout." Concerns regarding fair and transparent practices were also raised, particularly in workload distribution and leadership assignments, as teachers expressed that schools should practice "fair leadership based on capability rather than personal connections." Finally, participants underscored the need for improved resources and staffing, stating that limited facilities and equipment increase stress and workload.

This theme shows that while school culture is generally positive and protective against turnover intention, addressing systemic and structural concerns is necessary to sustain teacher retention and strengthen school culture over time.

Overall, the qualitative findings strongly support and deepen the quantitative results by illustrating how school culture influences teachers' turnover intentions in practice. Teachers' narratives demonstrate that supportive relationships, collaborative leadership, professional growth opportunities, and a strong sense of belonging function as key retention factors across both public and private schools. At the same time, the identified challenges explain the presence of moderate concerns observed in selected quantitative dimensions. Together, these findings confirm that a positive and sustainable school culture plays a central role in reducing teachers' turnover intention, while targeted institutional improvements can further strengthen teacher retention

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. Both public and private senior high schools in Baliwag City possess a generally strong school culture, particularly in terms of

shared mission, professional development, and collaboration.

2. Teachers' turnover intention is generally low in both sectors, indicating that most teachers intend to remain in their current schools.
3. School culture is a significant predictor of turnover intention, confirming that a positive, supportive, and collaborative organizational culture reduces teachers' inclination to leave.
4. School culture dimensions function collectively, reinforcing the view that turnover intention is influenced by the overall cultural environment rather than by individual cultural components alone.
5. Private school teachers show greater uncertainty in expectations, particularly regarding job security and professional recognition, highlighting sector specific retention concerns.
6. Qualitative findings affirm that emotional support, belongingness, leadership practices, and professional growth opportunities are central to teacher retention, while excessive workloads and insufficient resources serve as potential stressors that require institutional attention.

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