

ORGANIZATIONAL Climate, Leadership Behavior of School Heads and Turnover Intention of Teachers in Region XI: A Convergent DESIGN

Glenn E. Villafuerte¹, Mona L. Laya, PhD²

¹Teacher, Sta. Ana National High School, Davao City
villafuerteglenn11@gmail.com

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
mlaya@uic.edu.ph

ABSTRACT

This study employed mixed methods research specifically convergent design to determine the relationship between organizational climate and leadership behavior of school heads and turnover intention of teachers. Quantitative data were collected from 271 teachers in public secondary schools using the Organizational Climate Questionnaire, the Leadership Behavior Description Questionnaire, and the Turnover Intention Scale. The statistical tools used to treat the quantitative data were mean, standard deviation, and Pearson product moment correlation. While in the qualitative phase, thematic analysis was employed. In the quantitative phase, results showed that the level of organizational climate and leadership behavior of school heads were rated high while the level of turnover intention of teachers was rated very high. Further, the study revealed that organizational climate and leadership behavior had no significant relationship with the turnover intention. In terms of lived experiences of participants as regards turnover intention, six themes had emerged which include empowering teachers, practicing strategic planning, engaging in process-oriented leadership, promoting engagement, dealing with administrative task, and lack of mentoring and support. In terms of experiences in shaping the attitude of the participants towards turnover intention, two themes had emerged which include open communication and create positive work environment. Finally, the nature of data integration revealed merging – converging.

KEYWORDS: *Education, organizational climate, leadership behavior, turnover intention, convergent, Philippines*

INTRODUCTION

Teachers' turnover intention measures the desire for a teacher to leave

the teaching profession (Räsänen et al., 2020). More so the intention of teachers to leave is widely recognized as a key concern in the education sector. However, Walker (2022) revealed that, according to a National Education Association (NEA) survey, a staggering 55 percent of teachers have considered about quitting their jobs earlier than expected. Teachers' intentions to leave the profession have increased due to the current circumstances, which have made teacher retention more difficult. These difficulties include decreasing psychological bearing capacity, commitment withdrawal, and lower satisfaction with school leadership (Liu et al., 2021). In addition, Räsänen et al. (2020) mentioned that problems with the workload and educational system, as well as a lack of professional dedication, are the primary causes of teacher turnover intentions.

In the USA, according to the findings of a survey commissioned by the California Teachers Association and the University of California, Los Angeles Center for the Transformation of Schools in 2022, one in five teachers say they will likely leave the profession in the next three years, with one in seven saying they will definitely leave. An additional 22 percent think they have a 50 percent chance of leaving. Also, In England, the annual survey of 1,788 National Education Union (NEU) members conducted prior to the Annual Conference in Bournemouth found an increase in the number of teachers intending to leave the profession. According to the most recent NEU poll, 44 percent of English teachers in public schools want to retire by 2027. It was found out that 22 percent of them intend to leave during the next two years (NEU, 2022). Meanwhile, in China, Zhou and Ma (2022) stated that 34.4 percent of primary and secondary teachers plan to retire, with 12.2 percent planning a very high turnover and 22.2 percent planning a somewhat high turnover.

In the Philippines, Radford (2018) as cited in Piatos et al. (2021) revealed that the turnover rate is alarmingly higher than the average for Asia and the world at 14.2 percent. A study conducted by Pastor (2020) which revealed that most teaching personnel have high turnover intentions. Also, a study conducted by Fernandez-Docallas and Batani (2021) in Public Junior High Schools in Baguio City divulged that 67 percent of the survey participants and 83 percent of interview participants said they had once thought about quitting the teaching job. When asked about their reasons, they cited some of their experiences in marrying their expectations with the realities at work. Similarly, Bulawat (2020) investigated the teacher turnover among public schools in Nueva Ecija. The survey's findings revealed that the respondents' intention to leave the public school was largely motivated by their discontent with how they were

assigned duties and with the career progression policies of public schools.

In the local setting, a study was conducted by Sedillo and Chavez (2021) examined the intention of radiologic technologists employed in academic institutions in Region XI to leave their jobs. The study found that participants occasionally thought about leaving their current position. It was noted that technologists employed at academic institutions occasionally expressed a desire to remain or leave the organization. Similarly, Dela Peña (2018) studied the turnover intention among teachers in Davao Region. According to the study, teacher turnover intention provides a new perspective on the possibility that even satisfied faculty members might decide to leave their positions.

Among the factors that may contribute to the turnover intention of teachers are work-related variables and their demographic characteristics. It is evident in the findings of Jneswar and Gayathri (2019) that there is a significant correlation between organizational climate and turnover intention and found a negative relationship between the two variables. The study, while assessing the influence of organizational climate on turnover intention, found that organizational climate exerts a significant influence on turnover intention.

Similarly, the study of Dela Peña (2018) revealed that leadership behavior had a significant influence on the turnover intention of teachers but found a negative relationship between leadership behavior and turnover intention. Accordingly, an increase in leadership behavior would also contrarily decrease the turnover intention of faculty.

Meanwhile, most of the studies conducted in predicting the turnover intention include an analysis of organizational climate (Shbail & Shbail, 2020; Ikemefune & Akhigbe, 2020) and leadership behavior (Terason, 2018; Wang & Hu, 2017;) Moreover, several studies conducted investigating turnover intention are focused on private school teachers (Alifuddin & Widodo, 2021; Priya et al., 2017) and teachers at the tertiary level (Gilani & Rabbani, 2020; Hussain & Ghulam, 2017; Gwavuya, 2011). However, the researcher has not come across a study that determine the combined influence of organizational climate and leadership behavior as predictors of turnover intention. In addition, fewer studies have been conducted on these two aspects that are focused on secondary public-school teachers.

With this scenario, a study about the interrelationship of organizational climate, leadership behavior of school heads, and the turnover intention of

teachers must be conducted using mixed methods particularly the convergent design. The establishment of the relationship between leadership behavior, organizational climate, and teacher turnover intention would greatly aid schools and the Department of Education in solving the gradual increase in teacher turnover in the country by creating appropriate teacher retention programs in the future.

Theoretical Lens

Pragmatism began as a philosophical movement in the United States in the late 1800s (Maxcy, 2003). It is founded on the premise that researchers should choose the philosophical and methodological approach that works best for the given research issue as a research paradigm. In this study, the pragmatic worldview was employed following the mixed methods approach of Creswell (2013) to elucidate the millennial teachers' turnover. Using the mixed methods design allowed the researcher to explore and thus have the freedom of choice in the methods and procedures to be used, which would best fulfill the intent and understanding of the problem.

Pragmatists do not believe in absolute oneness in the world. Similarly, mixed methods researchers look to a variety of methodologies for data collection and analysis rather than sticking to a single method. Pragmatist researchers base their study on the "what" and "how" of the anticipated outcomes - where they want to go. Creswell (2014) states that mixed methods researchers must identify a purpose for their mixing as well as a reason for why quantitative and qualitative data must be blended in the first place.

Further, this study was anchored on Blake and Mouton's (1964) Managerial Grid, and Social Exchange theory (Blau, 1964). Blake and Mouton's (1964) Managerial Grid which is focused on people (people-oriented) and production (production-oriented) or (task-oriented). Blake and Mouton's Managerial Grid is a straightforward method for determining one's natural leadership style. It can also be utilized to learn about other people's leadership styles. In regard to the study, this addresses the task-oriented leader's leadership behavior, looking at the process to determine if anything needs to be modified in the workflow if there is a problem with a team. A people-oriented leader would look at the people and address them straight away, wondering what the problem. As a result, excellent leadership conduct decreases the employee's desire to leave.

Moreover, the social exchange theory (Blau, 1964) posits that social behavior is the product of an exchange process. The social exchange theory evaluates what leadership actions are required to obtain the desired employee results. This theory considers the impact of interactions between employees and employers, as well as how actions affect the other party. The Social Exchange Theory provides a theoretical framework for understanding the dynamics of teachers, organizations, and leaders, particularly in the context of turnover intention. According to this theory, social interactions are based on the principle of reciprocity, in which individuals exchange resources and benefits with others.

METHODS

Research Design

This study utilized mixed methods research, specifically the convergent design. As averred by Plano Clark (2011), mixed methods design is ideal for answering research questions that quantitative or qualitative methods alone cannot answer. The use of mixed methods can help researchers better understand the relationships or discrepancies between qualitative and quantitative data; they provide participants a chance to speak up and share their experiences throughout the research process; and they facilitate various avenues of inquiry that enrich evidence and make it possible to provide more thorough answers to the questions. Further, a convergent parallel design entails the researcher conducting the quantitative and qualitative elements during the same stage of the research process, weighing the methodologies equally, analyzing the two components separately, and interpreting the findings jointly (Creswell and Pablo-Clark, 2011).

Place of the Study

The study was conducted in public secondary schools in Region XI. The locale is also known as the Davao Region. The researcher is particularly interested in investigating teachers' turnover intentions in his local community. Also, the researcher was confident that the Davao region would provide an adequate number of participants for the study.

Participants

For the quantitative phase, 271 public secondary school teachers in Region XI were the respondents using the stratified sampling technique. For the qualitative phase, 17 public secondary school teachers were invited to participate in the In-depth Interview (IDI) and Focus Group Discussion (FGD) using the

purposive sample technique. Ten participants were invited for IDI and seven for the FGD. These participants were chosen according to the inclusion and exclusion criteria. These groups are separate, meaning the participants of both IDI and FGD are not included in the quantitative phase. The results of the IDI and FGD were utilized to explore the emerging themes based on the participants' experiences.

Data Analysis

In analyzing the quantitative data, statistical tools were used which determined the status of organizational climate, leadership behavior and turnover intention of teachers. Mean was utilized to measure the level of organizational climate, leadership behavior and turnover intention of teachers. The standard deviation measured the spread of the data distribution and used to determine how varied the responses of the participants are. This statistical treatment was used to measure the dispersion of a data set relative to its mean of each domain of the organizational climate, leadership behavior, and turnover intention. Pearson correlation coefficient, known as r was used to determine the relationship between the independent variables and dependent variable in this study.

Meanwhile, the data from the IDI and FGD were analyzed using thematic analysis. The interview was recorded so that data and notes obtained could be analyzed to determine the emerging codes and themes. This method emphasizes pinpointing, examining, and recording patterns or themes within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Mertens, 2018).

Trustworthiness of the Study

To establish the study's trustworthiness, the researcher applied Lincoln and Guba's (1985) four proposed criteria for evaluating interpretive research work: credibility, transferability, dependability, and confirmability. The study's trustworthiness was addressed through extensive data collection via survey and in-depth interview, supplemented by focus group discussions for triangulation.

Ethical Statement

To ensure strict ethical compliance, this study followed the mandates of the University of the Immaculate Conception's Research Ethics Committee

(UIC-REC). Participation was entirely optional, and the researchers prioritized the rights and respect of all respondents, addressing any inquiries immediately and granting individuals the total discretion to exit the study without penalty. Data management protocols strictly adhered to the statutory requirements of the Philippine Republic Act 10173 (Data Privacy Act of 2012). To maintain absolute confidentiality, all gathered data were stored in secure, encrypted digital formats accessible only to the principal research team for academic use.

RESULTS

Status of Organizational Climate

Shown in Table 1.1 is the level of organizational climate of public secondary schools in Region XI, which was measured in terms of reward, warmth, support and commitment, structure, risk and conflict, and standards. Computations yielded an overall mean of 3.58 with a description of high. This implies that a supportive organizational climate is oftentimes manifested among public secondary schools in Region XI. More so, the overall standard deviation is 0.43, which is less than 1, indicative of a minimal range of dispersion.

Table 1.1

Status of Organizational Climate

Organizational Climate	Mean	SD	Description
Reward	3.64	0.67	High
Warmth	3.83	0.70	High
Support and Commitment	3.63	0.51	High
Structure	3.31	0.81	Moderate
Risk and Conflict	3.32	0.43	Moderate
Standards	3.72	0.71	High
Total Mean	3.58	0.43	High

Status of Leadership Behavior

Presented in Table 1.2 is the level of leadership behavior of school heads in secondary school teachers in Region XI. Leadership behavior has two indicators, namely, initiating structure and consideration structure. The

overall mean of leadership behavior yielded a score of 4.07, with a description of high. This implies that leadership behavior is oftentimes manifested among school heads in public schools in Region XI. Further, the overall standard deviation is 0.43, which is less than 1, indicating the homogeneity of the participants' responses.

Table 1.2

Status of Leadership Behavior

Leadership Behavior	Mean	SD	Description
Initiating Structure	4.11	0.71	High
Consideration Structure	4.02	0.74	High
Total Mean	4.07	0.69	High

Status of Turnover Intention

Shown in Table 1.3 is the level of turnover intention of teachers in public secondary in Region XI. The overall mean of turnover intention of teachers obtained a mean score of 4.83, which is described as very high. This implies that teachers' turnover intention is always manifested among secondary school teachers in public schools in Region XI. Meanwhile, the standard deviation of 0.57, which is less than 1, shows the consistency of the data from the participants.

Table 1.3

Status of Turnover Intention

Turnover Intention	Mean	SD	Description
Total Mean	4.83	0.57	Very High

Significance of the Relationship between Organizational Climate Leadership Behavior and Turnover Intention

Table 2 shows the significance of the relationship between organizational climate, leadership behavior and turnover intention. The results show that all the independent variables have not established

significant relationships with the turnover intention ($p < .05$). Specifically, the results reveal that the relationship between organizational climate and turnover intention of teachers is not significant, as can be gleaned in the p-value that is less than 0.05 and correlation coefficient, $r = -.037$. This means that an increase in organizational climate would not likely increase the turnover intention of teachers. Similarly, the relationship between leadership behavior and turnover intention has shown to be insignificant, as can be observed in the p-value of 0.742, which is less than .05, and the correlation coefficient $r = -0.20$. This implies that the increase in the leadership behavior of school heads would not likely increase the turnover intention of teachers.

Table 2

Significance of the Relationship of Organizational Climate and Leadership Behavior to Turnover Intention

Turnover Intention	R	Sig.	Remarks
Organizational Climate	-.037	.540	Not Significant
Leadership Behavior	-.020	.742	Not Significant

Lived Experiences of Teachers with Regard to Turnover Intention

The lived experiences of public secondary school teachers with regard to their turnover intention are shown in table 3.2 as regards to the turnover intention. Reflected on the table are the core ideas and essential themes. There were six emerging themes that were identified namely: *Empowering Teachers, Practicing Strategic Planning, Engaging in Process Oriented Leadership, Promoting Engagement, Dealing with Administrative Task, and Lack of Mentoring and Support.*

Empowering Teachers. In the course of the IDI and FGD, the participants expressed that they were given opportunities for training, which greatly motivated them to go beyond what was expected from them in their institution. They also expressed that the schools find ways to fund projects relative to their teaching experiences.

Actually, there's a lot Sir, I will mention one, say for example, teachers here were... given a chance to attend seminars or trainings. (IDI_06)

Practicing Strategic Planning. The teachers mentioned during the IDI and FGD that they consistently hold monthly meetings in which school activities are planned ahead of time and follow a timeline. Additionally, they said that they are using a collaborative approach when planning school activities.

Our principal is consistent in having our monthly meeting to ensure that the task given must be done on time, and she is also making follow-ups to the teachers about the work that needs to be done. (IDI_01)

Engaging in Process Oriented Leadership. When participants were interviewed in the IDI and FGD, they shared that the school heads make sure that tasks are distributed to all teachers by creating committees. Additionally, they shared that the school heads send memos regarding proper delegation concerning the assigned tasks.

Mag assign gyud na, Sir; parang kanang naa gyud division of labor. Kasagaran ingon ana. Kanang muingon gyud siya na para daw naa division of labor mag assign na siya'g grupo. (FGD_04)

Our principal assigns tasks for everyone. It's usually like that. He ensures that everyone has his own task and he assigns members per groups.

Promoting Engagement. Participants articulated that they were recognized for their accomplishments in relation to their teaching tasks. They also stated that their school heads were approachable and that they had open communication with their school heads and colleagues in their institutions. These all contribute to a theme: promoting engagement.

There's open communication and a sense of trust between teachers and the principal, which fosters a positive and collaborative work environment.
(IDI_09)

Lack of Mentoring and Support. During the IDI and FGD, the participants mentioned that they were not given fair rewards for their efforts and felt that their work was not compensated. In addition, some teachers need to be made aware of their functions.

Table 3.2

Lived Experiences of the Participants as regards Turnover Intention

Essential Themes	Core Ideas
Empowering Teachers	Teachers are given opportunities for training Motivating teachers to go beyond the expectations. Find ways to fund projects of the school
Practicing Strategic Planning	Consistent in having monthly meetings Plans ahead and follows a timeline Use collaborative approach in planning
Engaging in Process Oriented Leadership	Ensures tasks are distributed to all teachers Creates committee Sends memo for proper delegation
Promoting Engagement	Recognize accomplishment of teachers Approachable leader Practice open communication
Dealing with Administrative Task	Workload Dealing with problematic students Bureaucracy of the organization

Lack of Mentoring and Support	Not given fair reward Work done is not compensated. Some teachers are not aware of their functions.
-------------------------------	-----------------------------------------------------------------------------------------------------------

Role of Experiences in Shaping the Attitude of the Participants towards Turnover Intention

Table 4 shows the *Role of Experiences in Shaping the Attitude of the Participants towards Turnover Intention* in the public secondary schools. Reflected on the table are the core ideas and essential themes. Likewise, the table displays the two essential themes which were drawn-out from the IDI and FGD of the participants. These essential themes are: Establish Open Communication and Create Positive Work Environment.

Establish Open Communication. Teachers mentioned during the IDI and FGD that school leaders should be conscious of their words and actions. Also, their school leaders should be clear when assigning tasks to teachers, for it may prevent misunderstandings and conflicts among members of the organization. Also, the participants suggested that school leaders should be open-minded, which may lead to better communication and collaboration between teachers and their immediate superiors. These all lead to a theme: establish open communication.

Ma consider nako siya na naa siya'y democratic leadership style wherein gina-encourage niya ang teachers to offer inputs and express ideas... feel pod sa teachers na empowered sila. (FGD_05)

I consider my school head to have a democratic leadership style where she encourages the teachers to offer inputs and express ideas... the teachers feel that they are empowered.

Create Positive Work Environment. During the IDI and FGD, teachers suggested that school leaders should motivate teachers and that they should create good working relationship with their teachers. Also, the participants suggested that school leaders should consider everyone in decision making. These give rise to the theme, create positive work environment.

We efficiently reach decisions at our school through a collaborative process. The principal gathers input from teachers, fosters open discussion, and aims for consensus. (IDI_09, IDI)

Table 4

Role of Experiences in Shaping the Attitude of the Participants towards Turnover Intention

Essential Themes	Core Ideas
Establish Open Communication	Leaders should be conscious of their words and actions. Leaders should clarify assign tasks to teachers. A leader should be open minded.
Create Positive Work Environment	Leaders should motivate teachers. Leaders should create good working relationship with teachers. Leaders should consider everyone in decision making.

Data Integration on the Salient Quantitative and Qualitative Findings

Table 5 shows the joint display of salient quantitative and qualitative findings. It shows the nature of data integration in both quantitative and qualitative findings of the study. The first column pertains to the aspect or focal points, the second and the third column pertain to the quantitative findings and the qualitative findings, respectively, while the fourth column pertains to the nature of integration. The qualitative and quantitative data were checked for commonalities before the

results were combined. The nature of data integrated illustrates the pair of quantitative and qualitative findings that are merged in the merging analysis.

Merging- Converging. As shown in Table 5, the following pairs of quantitative and qualitative data denote agreement or confirmation with respect to the ratings from the survey and the recurring insights from the IDI and FGD. These convergences are established in the following, namely: the status of organizational climate which got a high mean rating of 3.05 in *there is not enough reward and recognition system for doing good work*; high mean of 3.91 in item 2 of Reward category particularly on *there is a warmth relationship between management and workers in this organization*; and high mean of 3.77 in item 3 under Structure category about *the jobs are clearly defined and logically structured had converged with the identified essential themes gathered from the IDI and FGD among secondary public school teachers. As revealed in table 3.2, the essential themes namely: Lack of Mentoring and Support, Promoting Engagement and Engaging in Process Oriented Leadership are qualitative findings that resulted to merging as the nature of data integration and converging as the functional integration.*

Further, the quantitative findings under the aspect of Table 1.2 On the Status of Leadership Behavior under indicator 1 *Initiating Structure* item 4 about *scheduling the work to be done* was rated high with a mean of 4.17; under *Consideration Structure*, the item 1 about *7 treating all group members as their equals* was rated high with a mean of 4.02 were parallel with the qualitative findings presented in Table 3.2 on the Lived Experiences of the Participants as regards Turnover Intention highlighting the essential themes Practicing Strategic Planning and Empowering Teachers. Evidently, the nature of data integration was merging and converging as the functional integration.

Likewise, on the status of the turnover intention of teachers in public secondary schools, the item 1 about Item number 1 considering leaving was rated moderate with a mean of 2.94, had matched with the core ideas highlighted in table 3.2 on the Lived Experiences of the Participants as regards Turnover Intention which is namely on: Dealing with Administrative Task. Thus, the nature of qualitative and quantitative

data integration was merging and the functional integration was converging.

Table 5

Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Organizational Climate	Table 1.1 On the Status of Organizational Climate under Reward specifically item number 4 there is not enough reward and recognition system for doing good work. M= 3.05 SD=1.19	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention with an essential theme Lack of Mentoring and Support	Merging-Co nverging
	Table 1.1 On the Status of Organizational Climate under Warmth specifically item number 2 there is a warmth relationship between management and workers in this organization. M=3.91 SD=0.81	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention with an essential theme Promoting Engagement	Merging-Co nverging
	Table 1.1 On the Status of Organizational Climate under Structure specifically item number	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention	Merging-Co nverging

	3 the jobs are clearly defined and logically structured. M=3.77 SD=0.86	with an essential theme Engaging in Process Oriented Leadership	
Leadership Behavior	Table 1.2 On the Status of Leadership Behavior under Initiating Structure specifically item number 4 scheduling the work to be done. M=4.17 SD=0.78	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention with an essential theme Practicing Strategic Planning	Merging-Co nverging
	Table 1 .2 On the Status of Leadership Behavior under Consideration Structure specifically item number 7 treating all group members as their equals. M=4.02 SD=0.94	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention with an essential theme Empowering Teachers	Merging-Co nverging
Turnover Intention	Table 1.3 Item number 1 considering leaving the job M= 2.94 SD=1.26	Table 3.2 Lived Experiences of the Participants as regards Turnover Intention with an essential theme Dealing with Administrative Task	Merging-Ex plaining

DISCUSSION

Based on the data obtained, the findings revealed that the level of organizational climate of public secondary schools in Region XI is high.

This denotes that supportive organizational climate is oftentimes evident in public secondary schools. It is noteworthy that the majority of secondary school teachers in public schools believe their schools have a supportive organizational climate. Teachers believe their organizational climate is positive and aligns with their personal goals, paving the way for them to have positive attitudes toward colleagues and the organization.

This finding is similar to the study conducted by Zheng and Ye (2022) which divulged that teacher's perception on school climate was high and was considered as relatively good. Similarly, the finding supports the study of Abun et al. (2023) which the organizational climate of an institution in Laoag is high along with clarity, standards, responsibility, flexibility, rewards, recognition, and team commitment. In addition, as mentioned by Kanten, and Ulker (2013) it is important to foster a healthy and positive organizational climate that is concerned with the well-being of employees. It is believed that a positive work environment that values employees will have a positive impact on their performance levels, causing them to take on additional roles in organizational processes and act in an innovative and creative manner.

The status of leadership behavior of school heads through the lens of the teachers is high. This means that the principals leadership behavior is observed oftentimes evident in public secondary schools of Region XI. Principals demonstrate leadership behavior through supportive actions, fairness, personal and professional support, and open communication. These behaviors promote a supportive and positive organizational climate, thereby improving overall performance in schools. This result is similar to the findings of the study of Sedillo and Chavez (2021) which shows that combining both consideration and initiating structure indicates a high level of leadership behavior among administrators as observed by the participants. Also, this result supports the study conducted by Simanjuntak and Sagala (2017) which reveals that teachers perceived their principal as an effective leader with high levels of initiating structure and consideration. Further, principal leadership is an essential component that determines the direction and achievement of school performance (Hidayat & Wulandari, 2020). Hence, leadership behavior of a school leader has a significant impact on creating more effective schools (Woods & Martin, 2016).

The level of turnover intention of teachers in public secondary schools in Region XI is very high. This means that the teachers' turnover intention is always evident. This implies that teachers are considering leaving the job, dreaming about getting another job that will better suit their personal needs, feeling frustrated when not given the opportunity at work to achieve their personal work-related goals and likely accepting another job at the same compensation level. This result is higher than Sedillo and Chavez's (2021) study which revealed that the level of turnover intention of respondents was found to be moderate. However, this finding disagrees with the study of Muria (2021) which reveals that the level of turnover intention across archdiocesan schools is low. Respondents' overall turnover intentions do not appear to be alarming. Nonetheless, this does not mean that none of the participants have intention to leave their job. Also, it does not imply that no one would leave in the succeeding term as some other factors may affect their predisposition to stay. Meanwhile, employees with high levels of intention to leave have poor morale, perform their duties poorly, and negatively affect service delivery efforts (Albaqami, 2016). Also, when employees have thoughts of quitting, it affects their loyalty to the organization and may finally lead to the actual quitting of the valuable employee (Chughtai, 2013).

Furthermore, the results reveal that the relationship between organizational climate and turnover intention of teachers is not significant. Likewise, the relationship between leadership behavior and turnover intention has shown to be not significant. This means that an increase in organizational climate and in the leadership behavior of school heads would not likely increase the turnover intention of teachers. This result is similar the study of Muria (2021) which reveals that organizational climate has a negligible insignificant negative relationship with turnover intention. However, this result disagrees the study of Qomariah et al. (2020) shows that the organizational climate has a negative and significant effect on the turnover intention of teachers and employees. Also, this result negates the study of Sedillo and Chavez (2021) which revealed a significant correlation between leadership behavior and the turnover intention. The study indicated that leadership behavior and turnover intention are inversely related. In addition, this

result disagrees with the study of Phetkaew (2015) which revealed that leadership behavior was negatively related to turnover intention. Leadership behavior is widely acknowledged as critical to supporting employee behavior, work values, and performance. The results show that employees relate well to leadership behavior, so having a good relationship with the leader has a negative effect on employee turnover.

The implication of essential themes that emerged from the transcriptions of the participants are as follows:

Empowering Teachers. Giving teachers the opportunities for training, and motivating them to go beyond the expectations and finding ways to fund projects of the school were the identified core ideas transcribed from the lived experiences of the teachers that established the theme: empowering teachers. Teachers' empowerment is both vital and essential. Teachers who feel empowered are able to take on more responsibility, which promotes professional development and improves school climate. As revealed by Balyer et al., (2017) administrators empowered teachers by providing opportunities for shared decision-making, improving their status, making schools more appealing places, establishing relationships on principles of trust and creating good communication among teachers.

Practicing Strategic Planning. Consistent in having monthly meetings, planning ahead and following a timeline and using collaborative approach in planning are the core ideas that established the theme: practicing strategic planning. Teachers play an important role in the strategic planning process at schools. As mentioned by Lingam et al. (2014), if teachers can participate in decisions that directly affect them, they will be satisfied and believe that they have a say in what happens at school. Thus, participation in planning decisions would satisfy the staff and motivate them to contribute to whatever is planned.

Engaging in Process Oriented Leadership. Ensuring tasks are distributed to all teachers, creating committee, and sending memo for proper delegation are the core ideas that developed the theme: Engaging in process-oriented leadership. For schools, process-oriented leadership can be highly beneficial and appropriate for meeting expectations and attaining educational goals. As averred by Sivak et al. (2011) as cited in Papulova and Gazova (2015) in a process-oriented organization,

all activities and services are clearly defined in the processes. Each process is thoroughly documented, with clearly defined inputs and outputs, as well as those who carried them out.

Promoting Engagement. The essential theme, promoting engagement has emerged from the core ideas recognize accomplishment of teachers, approachable leader, and practice open communication are the core ideas. Promoting teacher engagement through open communication is critical for creating a positive and productive learning environment. Open communication builds trust, collaboration, and a sense of community among teachers and school leaders. As emphasized by Johansson et al. (2014) a communicative leader engages employees in dialogue, actively shares and seeks feedback, uses participatory decision-making, and is perceived as open and involved.

Dealing with Administrative Task. Dealing with Administrative Task is an essential theme that includes *workload, dealing with problematic students and bureaucracy of the organization* as important core ideas. A heavy workload of administrative work can become a burden for teachers, making it difficult for them to concentrate on their primary responsibilities. As revealed by Kim (20019) many teachers claim that the administrative workload reduces the time they have for essential teaching and instructional tasks. Also, Cahilog et al. (2023) presented the challenges and obstacles educators face during their tenure at DepEd. Accordingly, the mandate for home visits and other non-instructional tasks worsens the situation. Such requirements, particularly when linked to student evaluations, detract from educators' primary responsibilities and interfere with their personal time. The feedback depicts a system in need of reform.

Lack of Mentoring and Support. Another essential theme identified from the core ideas codes on not given fair reward, work done is not compensated and some teachers are not aware of their functions is the lack mentoring and support. Schools can create a more supportive and satisfying work environment for teachers by addressing challenges such as fair rewards, compensation, and support, thereby reducing turnover intentions and promoting long-term retention. As mentioned by Sidhu and Nizam (2020) organizations could look into their reward and recognition systems or workplace policies to see if they can improve their employees'

performance significantly. On the other hand, coaching programs can be improved to increase their effectiveness, which can have a very positive implication on the outcome when referring it to the performance of employees.

Further, different themes were established from the responses of the participants and these themes were grouped according to the attitude of the participants towards turnover intention. These essential themes are: establish open communication and create positive work environment.

Establish open communication. This first essential theme that emerged from the responses of the participants has three core ideas which are: leaders should be conscious of their words and actions, leaders should clarify assign tasks to teachers and leader should be open minded. Establishing open communication requires leaders to clarify assigned tasks to teachers. Clear communication about tasks and expectations is essential. Communication aids in the establishment of departmental goals, and the better understanding of the decision-making process among employees. Further, as mentioned by Meraku (2017) good communication skills are essential for any leader. Effective leadership communication removes many obstacles that may arise. As discussed by Pongton and Suntrayuth (2019), the better the superior communicates, the more informed and satisfied employees are, and the greater their productivity, whereas failure to communicate appears to create negative side effects

Create Positive Work Environment. This essential theme that emerged from the responses of the participants gives emphasis on leaders should motivate teachers. Leaders should create good working relationship with teachers and leaders should consider everyone in decision making as core ideas. Leaders should foster a positive work environment in which employees feel valued, motivated, and engaged, resulting in lower turnover rates, and better organizational performance. As reported by Kurniawaty et al. (2019) turnover intention can be reduced through efforts to improve work environment both physically and non-physically in the form of the availability of adequate supporting facilities, good physical environment, good management practices.

Data Integration of Salient Quantitative and Qualitative Findings

In the aspect or focal point of organizational climate, particularly on defining clearly and logically structured jobs as related to engaging in process-oriented leadership, the data show corroboration. This implies that by engaging in process-oriented leadership, organization can implement clearly defined and logically structured jobs. As stated by Meraku (2017) the key role played by a leader in the orientation and direction of the organization, which is the one who sets the vision and mission of the organization and others follow it.

On the aspect of leadership behavior of school heads under Consideration Structure specifically *treating all group members as their equals* as related to *empowering teachers* data findings are found corroborating. This implies that when leaders treat all group members as their equal, they are empowered. Treating all teachers as equals shows respect for their unique skills and contributions to the school. As discussed by Dela Cruz (2020), the administrators have the ability, passion, and determination to change the way things are. This can be used to assist teachers in increasing their level of encouragement and positivity in the classroom.

Meanwhile, on the aspect or focal point of turnover intention specifically on considering leaving the job as compared to Dealing with Administrative Task, the data findings show corroboration. This implies that turnover intention of teachers in considering leaving their jobs has something to do with dealing with administrative tasks. This finding supports the study of Cahilog et al. (2023), which presented the challenges and obstacles educators face during their tenure at DepEd. Accordingly, teachers are dealing with tight deadlines and increasing paperwork, which takes away from their primary role of imparting knowledge. This administrative burden, combined with a clear lack of recognition and appreciation from superiors, undoubtedly contributes to the daily strain.

Implication for Educational Practice

The results of this study imply that the organizational climate in schools is supportive, which gives the teachers the feeling that they are members of a well-functioning team. This supportive organizational

climate allows teachers to rely on their colleagues for professional and technical assistance. They are more likely to appreciate their jobs when they feel supported by coworkers. Hence, more efforts should be made to ensure that teachers have professional development opportunities and encourage collaboration through workshops, capacity building, and peer learning activities to further enhance the schools' organizational climate.

On the other hand, positive leadership behaviors exhibited by school leaders, such as providing support, recognition, and professional development, increase teachers' likelihood of staying in the organization. When teachers feel acknowledged and appreciated by their principals, they are more motivated to do their tasks. Thus, school heads should sustain their supportive leadership behavior, for it fosters a positive and collaborative work environment, boosting overall morale and teamwork among teachers.

Further, the study's findings reveal that teachers' turnover intention is noteworthy. Teachers who plan to leave may need to be more engaged and invested in school activities and collaborative efforts among colleagues. Teachers thinking about quitting their jobs become frustrated when they aren't given the chance to accomplish their own goals related to their work. Hence, when teachers are provided with opportunities for professional development that complement their career goals, they may intend to stay in the organization.

CONCLUSION

The organizational climate in the public secondary schools in Region XI is high which is evident observed as assessed by the teachers. This means that teachers feel that they are members of a well-functioning team. Also, a friendly atmosphere prevails among teachers. This further means that teachers feel acknowledged and appreciated as group members. Also, the leadership behavior of school heads in the public secondary schools in Region XI is high and is oftentimes evident as assessed by the teachers. This means that teachers perceive their school heads as friendly and approachable, which fosters a supportive and positive environment. Further, this means that school heads implement clear rules and scheduled work, which contribute to a well-structured organization. However, the turnover intention of teachers is very high; this means that the turnover intention of teachers in public secondary schools is always manifested. This implies that teachers are considering leaving the job. They dream of getting

another job that will better suit their needs. Meanwhile, the relationship between organizational climate, leadership behavior of school heads and turnover intention of teachers was found to be insignificant. This could mean that turnover intention of teachers is not associated with organizational climate and leadership behavior of school heads.

In the qualitative aspect, six emerging themes emerged relevant to teachers' lived experiences with regard to turnover intention. These include empowering teachers, practicing strategic planning, engaging in process-oriented leadership, promoting engagement, dealing with administrative tasks, and lack of mentoring and support. These themes play important roles in fostering a positive work environment in schools and reducing teachers' turnover intention. In addition, two essential themes emerged regarding the role of experiences in shaping the attitude of teachers toward turnover intention. These include open communication and creating a positive work environment. Open communication and creating a positive work environment are interrelated themes crucial for fostering positive relationships and collaboration within an educational institution. Finally, the salient quantitative and qualitative findings revealed a parallel result. This corroborated finding means that the quantitative and qualitative findings merged and converged each other.

REFERENCES

- Abun, D., Menor, R. I., Catbagan, N. C., Magallanes, T., & Ranay, F. B. (2021). Organizational climate and work engagement of employees of Divine Word Colleges in Ilocos Region, Philippines. *International Journal of Research in Business and Social Science*, 10(1), 107–121. <https://doi.org/10.20525/ijrbs.v10i1.1017>
- Abun, D., Nicolas, M. T., Natividad, E., Ancheta, W. M. C., Acidera, E. B., & Julian, F. P. (2023). Measuring the effect of organizational climate on the employees' work performance as perceived by the employees. *Divine Word International Journal of Management and Humanities*, 2(1), 120–147.
- Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, 39(1), 54–76.
- Ahmadi, R., & Arief, N. F. (2022). Teacher empowerment to improve the quality of education and school progress. *EDUTECH: Journal of Education and Technology*, 6(2), 431–439.
- Albaqami, A. (2016). *Determinants of turnover intention among faculty members in Saudi public universities* [Doctoral dissertation, University of Salford].
- Alifuddin, M., & Widodo, W. (2021). Mitigating turnover intention among private school teachers. *Journal of Education and Learning (EduLearn)*, 15(3), 443–449.
- Arimie, C. J. (2019). Employer-employee relations and employee engagement in a tertiary institution in Benin-City, Edo State. *Annals of Management and Organization Research*, 1(1), 9–24.
- Balyer, A., Ozcan, K., & Yildiz, A. (2017). Teacher empowerment: School administrators' roles. *Eurasian Journal of Educational Research*, 17(70), 1–18.
- Baqir, M., Hussain, S., Waseem, R., & Islam, K. A. (2020). Impact of reward and recognition, supervisor support on employee engagement. *American International Journal of Business and Management Studies*, 2(3), 8–21. <https://doi.org/10.46545/aijbm.v2i3.256>
- Berberoglu, A. (2018). Impact of organizational climate on organizational commitment and perceived organizational performance: Empirical evidence from public hospitals. *BMC Health Services Research*, 18, Article 399. <https://doi.org/10.1186/s12913-018-3149-z>
- Blake, R., & Mouton, J. (1964). *The managerial grid: The key to leadership excellence*. Gulf Publishing Co.

- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Bonds, A. A. (2017). *Employees' organizational commitment and turnover intentions* [Doctoral dissertation, Walden University].
- Bulawat, A. (2020). Teachers' turnover among public schools: Basis for teachers' retention programs. *International Journal of Scientific Research and Engineering Development*, 3(2).
- Cahilog, D. T., Sarong, J. S., & Arcilla, F. E., Jr. (2023). Exploring the motivations and challenges of teachers leaving DepEd for overseas opportunities. *Randwick International of Education and Linguistics Science Journal*, 4(3), 516–534.
- Chughtai, T. A. (2013). Role of HR practices in turnover intentions with the mediating effect of employee engagement. *WSEAS Transactions on Business and Economics*, 10(2), 97–103. <http://www.wseas.org/multimedia/journals/economics/2013/5707-121.pdf>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research* (2nd ed.). Sage.
- Dela Cruz, V. T. (2020). Effects of school heads' leadership capability and teachers' financial literacy on teachers' performance. *International Journal of Academic Multidisciplinary Research*, 4(12), 121–126.
- Dela Peña, T. (2018). A path model of turnover intention among teachers in Region XI. *Philippine E-Journals*, 2(1).
- Fernandez-Docallas, F., & Batani, R. S. (2021). Working conditions and turnover intentions of teachers in small public junior high schools of Baguio City. *Mountain Journal of Science and Interdisciplinary Research*, 81(1), 84–99.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—principles and practices. *Health Services Research*, 48(6, Pt. 2), 2134–2156.
- Gilani, S., & Rabbani, A. (2020). Role ambiguity, goal orientation and turnover intention among faculty members of private sector universities. *Technium Social Sciences Journal*, 5, 122.
- Giles, P. (2010). *The impact of adult degree-completion programs on the organizational climate of Christian colleges and universities* [Doctoral thesis, Walden University].

- Gwavuya, F. (2011). Leadership influences on turnover intentions of academic staff in tertiary institutions in Zimbabwe. *Academic Leadership: The Online Journal*, 9(1), Article 36. <https://scholars.fhsu.edu/alj/vol9/iss1/36>
- Heyart, B. (2011). *The role of organizational climate and culture in service encounters* [Doctoral thesis, Wayne State University].
- Hidayat, N., & Wulandari, F. (2020). The impact of leadership behavior on school performance. *Jurnal Cakrawala Pendidikan*, 39(3), 493–506. <https://leaders.com/articles/leadership/leadership-behaviors/>
- Hussain, S., & Ghulam, A. (2017). Job satisfaction and turnover intentions among college faculty in Gilgit-Baltistan, Pakistan. *Pakistan Business Review*, 19(3), 810–825.
- Ikemefune, U., & Akhigbe, E. A. (2020). Organizational climate and turnover intention of employees in private security firms in Port Harcourt.
- Jnaneswar, K., & Gayathri, R. (2019). Influence of organizational climate on employee turnover intention in information technology industry in Kerala. *Sumedha Journal of Management*, 8(2), 33–46.
- Johansson, C., Miller, V. D., & Hamrin, S. (2014). Conceptualizing communicative leadership: A framework for analysing and developing leaders' communication competence. *Corporate Communication: An International Journal*, 19(2), 147–165. <https://doi.org/10.1108/CCIJ-02-2013-0007>
- Kanten, P., & Ulker, F. E. (2013). The effect of organizational climate on counterproductive behaviors: An empirical study on the employees of manufacturing enterprises. *The Macrotheme Review*, 2(4), 144–160.
- Kim, K. N. (2019). Teachers' administrative workload crowding out instructional activities. *Asia Pacific Journal of Education*, 39(1), 31–49.
- Kurniawaty, K., Ramly, M., & Ramlawati, R. (2019). The effect of work environment, stress, and job satisfaction on employee turnover intention. *Management Science Letters*, 9(6), 877–886.
- Lang, R. L. (2017). *Through the eyes of teachers: Relationships between principal communication style and school climate*.
- Lingam, G., Lingam, N., & Raghuwaiya, K. (2014). Effectiveness of school strategic planning: The case of Fijian schools. *International Journal of Humanities and Social Sciences*, 8(7), 2127–2133.
- Liu, F., Chen, H., Xu, J., Wen, Y., & Fang, T. (2021). Exploring the relationships between resilience and turnover intention in Chinese high school teachers: Considering the moderating role of job burnout. *International Journal of Environmental Research and Public Health*, 18(12), Article

6418. <https://doi.org/10.3390/ijerph18126418>
- Lofthouse, R. M. (2018). Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education: The role of mentors and teacher educators. *International Journal of Mentoring and Coaching in Education*, 7(3), 248–260.
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.
- Maxcy, S. J. (2003). Pragmatic threads in mixed methods research in the social sciences: The search for multiple modes of inquiry and the end of the philosophy of formalism. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 51–89).
- Meraku, A. (2017). Role of leadership in organizational effectiveness. *Journal of Economics, Business and Management*, 5(11), 336–340.
- Mertens, D. M. (2018). *Mixed methods design in evaluation*. Sage Publications.
- Muria, R. (2021). Happiness at work, organizational climate, and turnover intention: Implications for human resource management of Archdiocesan schools. *Asia Pacific Journal of Academic Research in Business Administration*, 7(1), 57–66.
- Nagabhooshanam, J. (2022). Teacher empowerment towards professional development and effectiveness: Concept, need and importance. *EPR International Journal of Research and Development*, 7(9), 141–144.
- National Education Union. (2022). *State of education: The profession*. <https://neu.org.uk/press-releases/state-education-profession>
- Nobis, M. L., Jr. (2022). Leadership behaviour of school administrators in public schools: The basic dimensions of initiating structure and consideration. *Asian Journal of Behavioural Sciences*, 4(3), 18–32.
- Papulova, E., & Ggazova, A. (2015). Process teams in process oriented organization. *Comenius Management Review*, 9(1), 31–40.
- Phetkaew, C. (2015). *Influence of leadership behavior, organizational culture and organizational commitment on employee turnover intention*.
- Piatos, R. D. A., Robielos, R. A. C., & Gumasing, M. J. J. (2021). Analysis of workplace turnover intentions in manufacturing industries of Laguna, Philippines.
- Pongton, P., & Suntrayuth, S. (2019). Communication satisfaction, employee engagement, job satisfaction, and job performance in higher education institutions. *ABAC Journal*, 39(3), 90–110.
- Prasetia, I. (2023). Strategic planning in improving organizational performance: Analysis of practice in schools. *International Journal of Social Science*

- and Human Research*, 6. <https://doi.org/10.47191/ijsshr/v6-i7-63>
- Priya, K. H., Devi, K. K., & Sudhan, S. H. H. (2017). Examining the effect of role conflict and job stress on turnover intention among the private school teachers in Vellore District. *International Journal of Business and Management Invention*, 6(1), 58–63.
- Qomariah, N., Sanosra, A., & Firdiansyah, R. (2020). Effect of organizational climate, compensation and satisfaction on turnover intention. *International Journal of Economics and Management Studies*, 7(11), 112–117.
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*, 23, 837–859.
- Sedillo, F. J., Jr., & Chavez, F. C., Jr. (2021). Leadership behavior and job satisfaction as predictors of turnover intention of radiologic technologists working in academic institutions in Region XI, Philippines. *International Journal of Multidisciplinary Studies*, 1(1).
- Shbail, M., & Shbail, A. (2020). Organizational climate, organizational citizenship behaviour and turnover intention: Evidence from Jordan. *Management Science Letters*, 10(16), 3749–3756.
- Sidhu, G. K., & Nizam, I. (2020). Coaching and employee performance: The mediating effect of rewards and recognition in Malaysian corporate context. *International Journal of Management, Accounting & Economics*, 7(1).
- Simanjuntak, W., & Sagala, S. (2017). Relationship of initiation structure and consideration with effectiveness leadership.
- Sköld, M. (2019). *Employee perspective on communication and engagement: A case study in a manufacturing organisation*.
- Stogdill, R. (1963). *Handbook of leadership: A survey of theory and research*. Free Press.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, 27, Article 35. <https://doi.org/10.14507/epaa.27.3696>
- Terason, S. (2018). Managerial turnover intention as a result of leadership behavior, job satisfaction and organizational commitment: Evidence from cross-national fitness enterprises in Thailand. *Academy of Strategic Management Journal*, 17(1), 1–12.
- Walker, T. (2022, January 2). Survey: Alarming number of educators may soon

leave the profession. *NEA Today*.
<https://www.nea.org/nea-today/all-news-articles/survey-alarming-number-educators-may-soon-leave-profession>

- Wang, Y., & Hu, T. (2017). Transformational leadership behavior and turnover intention in China physical education. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(9), 6357–6368.
- Woods, E. H. J., & Martin, B. N. (2016). What leadership behaviors were used by the principal in a high poverty, high achieving elementary school? *Cogent Education*, 3(1), Article 1172935.
- Zhou, H., & Ma, J. (2022). Organizational justice and teachers' turnover intention in primary and secondary schools: The importance of sustainable salary management. *Sustainability*, 14(20), Article 13314.