

# A Structural Equation Model on Teacher Turn-over Intention in Relation to Organizational Commitment, School Culture and Work Environment

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## Abstract

This quantitative study ascertained the best fit model of teacher turnover intention as predicted by organizational Commitment, school culture, and working environment. Using complete enumeration with 400 respondents, the descriptive-causal method was applied in the study considering the employment of the Structural Equation Model. Adapted questionnaires relative to the four variables were distributed through print and online Google Forms, which were tested for reliability using Cronbach Alpha Test. Implementing the approved statistical tools of mean, standard deviation, Pearson Product Moment of correlation, and structural equation model, findings revealed that the evaluated schools were high in organizational commitment and teacher turnover intention and were very high in school culture and working environment. More importantly, results indicated that organizational Commitment, school culture, and working environment had significant relationships with teacher turnover intention. In addition, organizational Commitment and work significantly influence teacher turnover, while school culture does not have a direct influence on turnover intention. Hence, it was concluded that organizational commitment and working environment best influence teacher turnover intention.

**Keywords:** educational management, organizational Commitment, school culture, work environment, turnover intention, structural equation model, Philippines

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## 1. Introduction

The teachers' influence highly impacts students' education. As teachers transfer to other schools or leave their profession, they carry with them good influences such as their expertise in content, teaching skills, values and attitudes in affecting change, a full understanding of students learning styles; personalities and attitudes, professional growth, and collaborative knowledge and skills with other teachers including the positive contribution to school's sustenance (Donley et al., 2019). To date, three out of twenty teachers leave the school at the end of their contract. Sixteen percent of teachers leave their profession and their schools every year. This usually happens to teachers handling Special Education, Science, Mathematics, and English Language in junior high school, which is 46% higher than the grade school level (Wang, 2019). This is in addition to the growing number of the aging workforce of 28% and teachers leaving their profession to be in other professions of 5%. Private schools also experience teacher shortages due to increased competition in salaries and benefits (Baker, 2021).

One of the reasons why teachers leave their schools is the issue of organizational Commitment. This is seen as a sustained aspiration to become active members of the organization that is actualized by the employees' relationships with superiors, co-employees, subordinates, and clientele. It reflects their habits, attitudes, and values that conform to the organization's vision, mission, goals, and objectives (Towler, 2020). On the contrary, employees' low organizational Commitment leads to adverse effects or domino effects of absenteeism, delayed submissions, poor daily performance of tasks, and even leaving their jobs or changing (Ymaz & Kilic, 2017).

Meanwhile, school culture is a great challenge when teachers leave their posts. This happens when these teachers lack the support in their utilization of learning resources, lack the best chances to be part of the organization's decision making and experience hardships in relating with others in the organization (Brok et al., 2017).

Working environments become conducive for work and growth if employees have the best opportunities to exhibit their full potential. However, suppose they become toxic with a lack of positive and caring co-employees, efficient and absent administrators, the presence of employees' problems at home in the surroundings, and the implemented procedures and policies poorly acknowledged and valued by the employees. In that case, they are already in a hostile working environment (Employee & Consumer Engagement, 2021).

National Center for Educational Statistics (NCES) found that too many teacher preparations and workload, poor working environment, and lack of administrative care and support have caused teacher attrition, especially on international academic grounds. 2018, teachers reached their highest learning point due to lack of pay as promised, low salary, and inefficient work culture and environment. It is then highly recognized that long-term

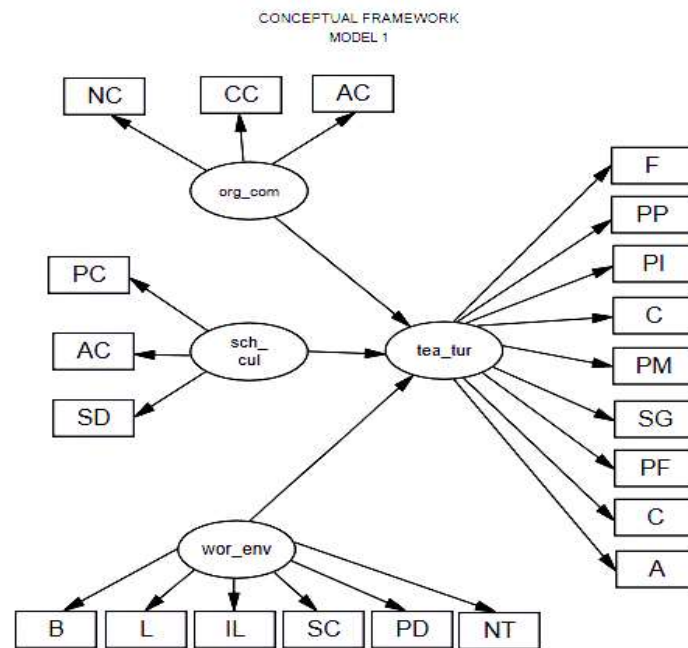
solutions to lessen teacher attrition must be formulated by affected schools to improve student performance and school budgetary allocations on teacher hiring (Greeve & Sun, 2020).

Providing professional training and development to Science teachers handling middle school significantly affected the retention of teachers. Only 60% of retention level was evidently shown opportunity with 20 hours professional development and had an 85% viability of staying on the school with their students. Teachers' identity in Teaching was sustained with the opportunities for professional training. These teachers were found to have improved their excitement in dealing with students. They have proven their efficiency and effectiveness due to the enhanced knowledge, skills, attitudes, and values gained from the professional development programs. Hence, professional development played a vital role in establishing long-term retention with teachers, especially if their active participation and implementation were solicited and taken into consideration based on needs, strategies, and materials employed in the professional development activities (Hayes, 2017). Results of this research will eventually make government and non-government organizations the recipient workplaces of the graduates of schools equipped with quality Christian values, educational training, technical and technological advancements, and preparedness to respond to the needs of the times. Consequently, educational policymakers can gain thoughtful insights on this pressing concern and collaborate to provide more teacher training, educational scholarships, financial assistance to augment salaries and benefits, and more enhancements and intervention programs and activities to sustain teachers' services in schools. Hence, in most cases, there have not been more studies that determined the predictors influencing teacher turn-overs in the Philippine school system.

In Surigao del Sur, Caraga Region, 15% to 25% of teacher turnover is yearly happening in Tandag Diocesan Catholic Schools Association member schools due to the exodus to the public school system since 2016 (Board of Directors, 2018). As the Philippine Statistics (2018) reported, the Philippines had incurred a yearly net loss of 132 teachers compared to the total number of them joining the workforce (Cabigas, 2018). Gaining critical reflections on the impacts of teacher turn-overs on the schools' sustenance and growth may help evaluate market imbalances (Rosenholtz, 1985; Scafidi., Sjoquist, Stinebrickner, 2007), mitigate hiring problems, enhance school improvement endeavors (Ingersoll, 2001) and maintain class sizes, or sustain class offerings, all of which impact student learning (Sutcher, Darling-Hammond, & Carver, 2019).

The choices made by a person among alternative courses of action are lawfully related to psychological events occurring contemporaneously with the behavior. In other words, employees' behaviors "are systematically related to psychological processes, particularly perceptions and the formation of beliefs and attitudes ."Organizational members have certain expectations and values for the work conditions and environmental features. The basic idea is that "if these expectations and values are met, the employees will likely remain members of the organization. On the other hand, if their expectations are not fulfilled, they are not satisfied with and not committed to the organization, which turns into turnover intention. Similarly, faculty members have certain expectations for the work conditions and environments. If their expectations are not met, they are more likely to look for other job opportunities; thus, this study highly supports, Expectancy Theory ( Nemati, 2016).

In this context, the researcher was motivated to determine if the high teacher turnover rates in the Caraga region were directly influenced by organizational Commitment, school culture, and working environment, as this has raised the concerns of the studied communities. Specifically, it wanted to describe the organizational commitment levels, school culture, working environment, and teacher turnover. It also needed to ascertain the significant relationships between the exogenous and endogenous variables. Moreover, as hypothesized, it wanted to identify the best fit model for teacher turnover in TADICSA, Surigao del Sur. It was hoped that this research could significantly lead to a new body of studies on curbing teacher turn-overs. Thus this research was undergone.



**Legend:**

org\_com – Organizational Commitment  
 AC- Affective Commitment  
 CC – Continuance Commitment  
 NC – Normative Commitment  
 sch\_cul – School Culture  
 PC – Professional Collaboration  
 AC – Affiliative Collegiality  
 SD – Self-Determination/Efficacy  
 wor\_env – Working Environment  
 B – Behavior  
 L – Leadership  
 IL – Instructional Leadership  
 SC – School Climate/Teacher Morale

NT – New Teacher Support  
 tea\_tur – Teacher Turn-over  
 A – Autonomy  
 C – Communication  
 PF – Person-organization fit  
 SG – Similarity to workgroup  
 PM – Public Service Motivation  
 C – Compassion  
 PI – Public Interest  
 PP – Public-policy making  
 F - Followership  
 PD- Professional Development

The variables of the study are shown in Figure 1. The independent variables focus on organizational Commitment, school culture, and working environment, while the dependent variable is on teacher turnover.

The first independent variable on organizational Commitment is depicted by indicators, namely affective Commitment, continuance commitment, and normative Commitment. *The practical Commitment* of teachers in school represents their identity, emotional strength, attachment, and complete understanding of the organization’s values and purposes. *Continuance Commitment* is when a teacher's reason for staying with the organization is cost-based, especially when the teacher is about to be promoted. Even if he chooses to transfer to his hometown far from his present school, he opts to travel every day to enjoy the benefits, privileges, and trust of his principal, co-workers, parents, and students (Quizlet, 2021). *Normative Commitment* is when teachers of this type stay in school service due to the feeling of responsibility, security, and safety (Tadesse, 2019).

*The second independent variable of this study is School Culture. It begins with Professional Collaboration. It refers to the concerted ideas, plans, actions, and implementations of many members who have pure intentions to create output in response to a specific shared purpose (Benade, 2017). Affiliative Collegiality* is a relevant area of teachers’ enhancement activities that build a collaborative climate that stirs interest and energy among teachers (Shah, 2012). *Self-Determination/Efficacy* deals with cultivating one's capacities, chances, and abilities to navigate one's direction in achieving one's passion and life satisfaction (Kaplan & Madjar, 2017).

The third independent variable of this research is the working environment. Its first indicator is *Behavior-Professional* behaviors that deal with teachers’ manners in dealing with principals, co-teachers, and students (Hall & Bernardino, 2015). *Leadership* functions here are being actualized by the principal and other top administrators as the critical drivers of founding and sustaining the work environment in the school (Dinsdale, 2017). Next is *Instructional Leadership*. The principals’ instructional leadership perspectives include professional innovations in curriculum, pedagogy, and assessment, teachers' expertise in their subjects, and

safeguarding and upholding a conducive and effective learning atmosphere (Friesen et al., 2015). *School Climate* is a body of organizational characteristics that make up the schools' experience and interactions while being involved in the education of the young. It is attributed to the unified efforts of all in effecting enhancements of students' outcomes, schools' set expectations of all members, active and caring leadership, and teacher and staff teamwork (Kraft & Falken, 2020). Next is *Professional Development*, which refers to the need to attain a competitive advantage in the work by reskilling and upskilling. It also means supporting innovations, equity, diversity, and opportunities for growth and learning (HR Daily Newsletter, 2021). Lastly is the indicator of *New Teacher Support*, wherein a positive working environment starts with a functional induction program. Based on the evidence, only 28 to 35% of new teachers have received this training yearly in private and public institutions due to the urgent hiring of teacher leavers (National Center for Education Statistics, 2020).

The dependent variable is Teacher Turn-over Intention. It is topped with *autonomy* which refers to the teacher's exercise of freedom in the classroom on how he imparts the curriculum through his pedagogical preparations based on his capacity, mastery, and utilization of materials for him to conduct self-direction and attain the school's priorities on student achievements (Jackson, 2018). The second indicator of Teacher Turnover is *Communication*. Since school principals must be the frontliners in mitigating high teacher attrition rates, they must enforce strong communication in their relationships and interactions with the teachers (Tierney, 2021). Thirdly is the indicator of *Person-Organization Fit*. It deals with whether visit teachers' visions and objectives suit other teachers' erests, aspirations and professional objectives, and approaches to classroom instructions (Miller et al., 2020). Fourthly is the indicator of *Similarity to Work Group*. Being with the same group of professionals whose motivations, interests, foundational grounds for learning development, and personal visions are cohesively similar is a critical factor in teacher retention (Toropova, Myrberg, and Johansson, 2019). Fifthly is the indicator of *Public Policymaking*. This refers to the states' or country's education sector policymaking bodies that enforce teachers' upgrading of salaries, benefits, work conditions, and job satisfaction to attrition (Garcia & Weiss, 2020). Lastly is the indicator of *followership*. It deals with recognizing the efforts, time, and capabilities of members of the organization to exhibit the motivation and courage to participate in the leaders' founded goals, programs, and projects to actualize the organization's plans and purposes (Project Management Institute, Inc., 2021).

Teacher turnover truly matters because of its effects on student outcomes. The regular changes of teachers in the teaching-learning process can lead to high student drop-outs due to shifts in teacher personalities, attitudes, habits, methods of Teaching, mastery of content, and varying degrees of teaching experiences in handling students' mental abilities and needs (Darling-Hammond, Sutcher and Thomas, 2017). Due to these adverse effects that can hamper quality education, this study anticipates promoting teacher retention and high student achievement. This research further expresses social relevance for all educational institutions to uphold the continued services and dedication of the teachers to strengthen curricular and instructional as well as holistic benefits that the youth of today can fully acquire from them. In turn, the families and the overall community can take advantage of this, especially in upgrading the socioeconomic status of their people through quality education. Specifically, this present study will benefit the government and non-government organizations that are the recipient workplaces of the graduates of the TADICSAN schools equipped with quality Christian values, educational training, technical and technological advancements, and preparedness to respond to the needs of the times.

Further, government regulatory agencies such as the Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, as well as the accreditation agencies such as the Philippine Accrediting Association of Schools, Colleges, and Universities, can gain thoughtful insights on this pressing concern and can collaborate with the TADICSAN schools' governing body to provide more teacher training, educational scholarships, financial assistance to augment salaries and benefits and more enhancements and intervention programs and activities to sustain teachers' services in schools. Also, future researchers can gain valuable readings of this manuscript that can lead and ignite them to do further studies and replications, especially if, in their spheres of work and their academic endeavors, they experience similar issues and concerns. This can also be used as a resource for further studies to fill in the gaps in pieces of literature on teacher turnover, particularly in the Philippine setting.

## 2. Method

A total of 400 were the target respondents of the study. As for the Australian Bureau of Statistics (2020), complete enumeration (census) could be applied to identify the respondents. This method collected the data intended to answer the study's objectives from the whole population where all members were evaluated. Further, Structural Equation Model dealt with large samples to attain stable parameters and decrease errors in measurement (Hair, Hult, Ringle, and Sarstedt, 2016). Thus, the sample size of 400 was suitable and was justified in this study. These were selected based on their official appointments as faculty members for the school year 2021-2022, regardless of age, lengths of service, and department assignments. Specifically, there

were 72 teachers in De La Salle Jon Bosco College, 48 in St. Vincent de Paul Diocesan College, 10 in Father Urios Academy, 17 in Mother of Mercy Academy, 15 in Diatagon Catholic High School, 25 in St. Augustine High School, 23 in Holy Child Academy, 12 in San Antonio School, 12 in Purisima School, Inc, 75 in St. Theresa College, 29 in St. Michael School and 62 in St. Michael's College.

Most of the population was fresh graduates who had applied to these schools to gain experience and training. As they incurred years of service, they passed the licensure examination and improved their craft in Teaching. Hence, this was why they usually left the schools for greener pastures, so teacher turnover rates were rapidly increasing. Those who were on permanent status sometimes collaborated with the younger teachers to do exodus due to the need look for higher salaries. Having been employed in these schools, they were observed to make the schools their training grounds. These teachers provided the needed data to test the study's hypotheses. The study excluded all public school teachers in the province. The faculty who handled administrative positions like subject coordinators, assistant principals, and principals, and those handling academic support functions like guidance counselors, librarians, and registrar, were also excluded from the study. Should any of them feel inadequate, troubled, or worried about their participation, he/she could withdraw from the research. Moreover, if anyone was found to commit plagiarism, falsification, and other ethical violations, he/she was asked to withdraw from the research. Any respondent not physically well to be part of this study, he/she could also withdraw.

The research was undertaken in Surigao del Sur province under the Caraga regional territory. Essentially, this research was undertaken in the 12 member schools of the Tandag Diocesan Catholic Schools Association in Surigao Del Sur province. These were Catholic private schools being run by the parish vicars of the twelve municipalities and one from the La Salle district school of the Philippines. These member schools were the most acknowledged providers of quality graduates who were mostly accepted in government offices, Local Government Units, private and public school systems, and private offices and non-government organizations all over the province and the Caraga region. Moreover, this locale was the target of the researcher since the school where she is currently working is a member of the TADISCAN schools and has shared the same predicament regarding the yearly turnover of teachers. The school was adjacent to the other member schools in the province. The research questionnaires comprised four sections. Firstly, the instrument that determined the level of teacher turnover among TADICSAN member schools was adapted from Jaehee Park (2014). Its indicators included autonomy, communication, person-organization fit, similarity to the workgroup, public service motivation, compassion, public interest, public policy making, and followership. The second questionnaire that determined the level of organizational Commitment with indicators on affective Commitment, continuance commitment, and normative Commitment was authored by Allen & Meyer (1990). Thirdly, the instrument that ascertained the level of school culture having the indicators of professional collaboration, affiliative Collegiality, and self-determination/efficacy was from Phillips & Wagner (2003). Lastly, the instrument that described the level of working environment with indicators on behavior, leadership, instructional leadership, school climate/teacher morale, professional development, and new teacher support was adapted from Sametra (2008). The spread of the sequences was as follows:

DESCRIPTIVE LEVEL	INTERPRETATION
<b>Very High</b>	This meant that the teacher strongly agreed with his/her practices in school.
<b>High</b>	This meant that the teacher agreed with his/her practices in school.
<b>Moderate</b>	This meant that the teacher neither agreed nor disagreed with his/her practices in school.
<b>Low</b>	This meant that the teacher disagreed with his/her practices in school.
<b>Very Low</b>	This meant that the teacher strongly disagreed with his/her practices in school.

This study utilized a Structural Equation Model, a quantitative research technique that assessed causal relationships among studied constructs. These were the study's hypotheses that could not be tested for directionality in statistics. The degrees of relationship and influence among variables were presented through a visual display for precise, easy and direct interpretations. Structural equation modeling was employed on cross-sectional variations that could yield findings and conclusions. This research hypothesized a path diagram that connected organizational Commitment, school culture, and working environment since this study determined the best fit model on teacher turnover intention among teachers in TADICSA member schools. (Devault, 2018).

Data were gathered in two ways: through the participants' FB accounts since they officially became members of groupGroup chat for them to answer the survey questionnaires through Google Forms, as approved by their principals. After a specified time for retrieval, the researcher found out the pressing concern of some participants from the far-flung areas on lack of provisions of personal mobile data due to distance and finances, so she visited all the school communities to distribute to them the printed copies personally. The data gathering took three months to accomplish since Surigao del Sur provinces would take a one-day journey to reach each municipal school community. The answered hard copies were kept safe and shredded once the study was

approved. Finally, the collected information was compiled, tabulated, evaluated, and interpreted accordingly based on the study's purpose.

The researcher used the following in processing the gathered data: Mean. This was used to determine the levels of organizational Commitment, school culture, and working environment for specific research objectives 1 to 4. Pearson R was applied to determine the significant relationships among organizational Commitment, school culture, and working environment on teacher turnover intention in answer to research-specific objectives 5.1 to 5.3. Regression was used to determine the degrees of influence of the three variables on teacher turnover intention as identified in research objective 6. The structural Equation Model was employed to determine what model best fits the teacher turnover intention of TADICSAN member schools in answer to specific research objective 7.

*Summary of Goodness of Fit Measures of the Five Generated Models*

Model	P-value (>0.05)	CMIN / DF (0<value<)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	3.153	.867	.427	.356	.349	.074	.000
2	.000	3.075	.872	.455	.380	.372	.072	.000
3	.000	2.941	.877	.490	.407	.413	.070	.000
4	.000	2.939	.878	.494	.411	.413	.070	.000
5	.057	1.410	.979	.995	.982	.991	.032	.928

**Legend:**

- CMIN/DF – Chi-Square/Degrees of Freedom
- NFI – Normed Fit Index
- GFI – Goodness of Fit Index
- TLI - Tucker-Lewis Index
- RMSEA – Root Mean Square of Error Approximation
- CFI – Comparative Fit Index

The researcher followed moral concerns when she conducted the study. Formal requests for approved permissions were sought from the concerned authorities regarding the conduct of the study and the participation of the identified participants. The researcher extensively considered the protocol assessments and criteria and the participants' management, including the acquired information's confidentiality. Certification was received that the following protocol and related documents have been approved by the University of Mindanao Ethics Review Committee for implementation as per U MERC Protocol No. 2022- 030 dated February 5, 2022.

**3. Results and Discussion**

Table 1 revealed the overall results of the level of Organizational Commitment of the Faculty of the TADICSAN member schools, with a mean rating of 3.92 and a standard deviation of 0.55 described as High. The highest mean rating fell on affective Commitment, and the lowest mean rating was on Continuance commitment. This variable was highlighted with the item from the Affective Commitment with "I feel like "part of the family" at my organization with a mean rating of 4.41 and a standard deviation of 0.68 described as Very High and the lowest result from the Normative Commitment of mean result of 3.58 and a standard deviation of 1.04 that stated that the faculty thought it unethical to jump from organization to organization.

**Table 1**

*Level of Organizational Commitment of the Faculty of the TADICSAN Member Schools*

Indicator	SD	Mean	Descriptive Level
	0.58	4.13	High
	0.74	3.76	High
	0.63	3.87	High
<b>Overall</b>	<b>0.55</b>	<b>3.92</b>	<b>High</b>

Table 2 indicates the overall mean results of the level of a school culture of TADICSAN member schools. It was highlighted with the indicator Professional Collaboration with a 4.37 mean rating and standard deviation of 0.63 described as Very High, which was highly practiced in all these schools. At the same time, the lowest fell on Self-Determination/Efficacy, which belonged to High, having the general mean result of 4.10 and an SD of 0.61. This signified that the TADICSAN member schools very highly considered school culture as a positive predictor of retention of teachers in their schools.

**Table 2**  
*Level of School Culture of TADICSAN Member Schools*

Indicator	SD	Mean	Descriptive Level
Professional Collaboration	0.63	4.37	Very High
Affiliative Collegiality	0.61	4.31	Very High
Self-Determination/Efficacy	0.61	4.10	High
<b>Overall</b>	<b>0.56</b>	<b>4.26</b>	<b>Very High</b>

Table 3 depicts the overall mean results of the level of the working environment of the TADICSAN member schools. It was found that Professional Development was the highest indicator, with a mean rating of 4.32 and an SD of 0.72, while the lowest indicator was New Teacher Support, with a mean result of 4.12 and an SD of 0.74. Hence, the overall mean verbal description was still Very High.

**Table 3**  
*Level of Working Environment of the TADICSAN Member Schools*

Indicator	SD	Mean	Descriptive Level
Behavior	0.63	4.06	High
Leadership	0.56	4.24	Very High
School Climate/Teacher Morale	0.70	4.26	Very High
Professional Development	0.70	4.32	Very High
New Teacher Support	0.74	4.12	High
<b>Overall</b>	<b>0.59</b>	<b>4.23</b>	<b>Very High</b>

Table 4 shows the overall mean results of the level of teacher turnover intention of the TADICSAN member schools. It was found that compassion was the highest indicator, with a mean rating of 4.27 and an SD of 0.63, while the lowest indicator was Public Policy Making, with a mean result of 3.63 and an SD of 0.84. Hence, the overall mean verbal description was High.

**Table 4**  
*Level of Teacher Turn-over Intention of the TADICSAN member schools*

Indicator	SD	Mean	Descriptive Level
Autonomy	0.69	4.12	High
Communication	0.72	4.22	Very High
Person Organization Fit	0.55	4.00	High
Similarity to Work Group	0.72	3.83	High
Public Service Motivation	0.66	4.18	High
Compassion	0.63	4.27	Very High
Public Interest	0.67	4.23	Very High
Public Policy Making	0.84	3.63	High
Followership	0.52	4.24	Very High
<b>Overall</b>	<b>0.46</b>	<b>4.08</b>	<b>High</b>

Table 6 displayed the influence of organizational Commitment, school culture, and working environment on teacher turnover intention. Analysis revealed that the standard coefficient of organizational Commitment has the highest beta of .273 with a t-value of 7.770. It signified that organizational Commitment has the most significant influence on teacher turnover intention than the working environment with a beta of .213 and a t-test value of 4.945 and school culture with a beta of .185 and a t-test value of 3.822. School culture registered the lowest influence on teacher turnover intention. Generally, the regression model is, thus, significant. So, this arrives at the rejection of the null hypothesis. As communicated, organizational Commitment and working environment variables directly influence teacher turnover intentions.

**Table 6**  
**Significance of the Influence of Organizational Commitment, School Culture, and Working Environment on Teacher Turn-over of the TADICSAN Member Schools**

Exogenous Variables		Teacher Turn-over			
		B	$\beta$	t	Sig.
Constant		1.317		8.977	.000
Organizational Commitment		.273	.327	7.770	.000
School Culture		.185	.227	3.822	.000
Working Environment		.213	.278	4.945	.000
R	.691				
R <sup>2</sup>	.478				
$\Delta R$	.474				
F	119.872				
$\rho$	.000				

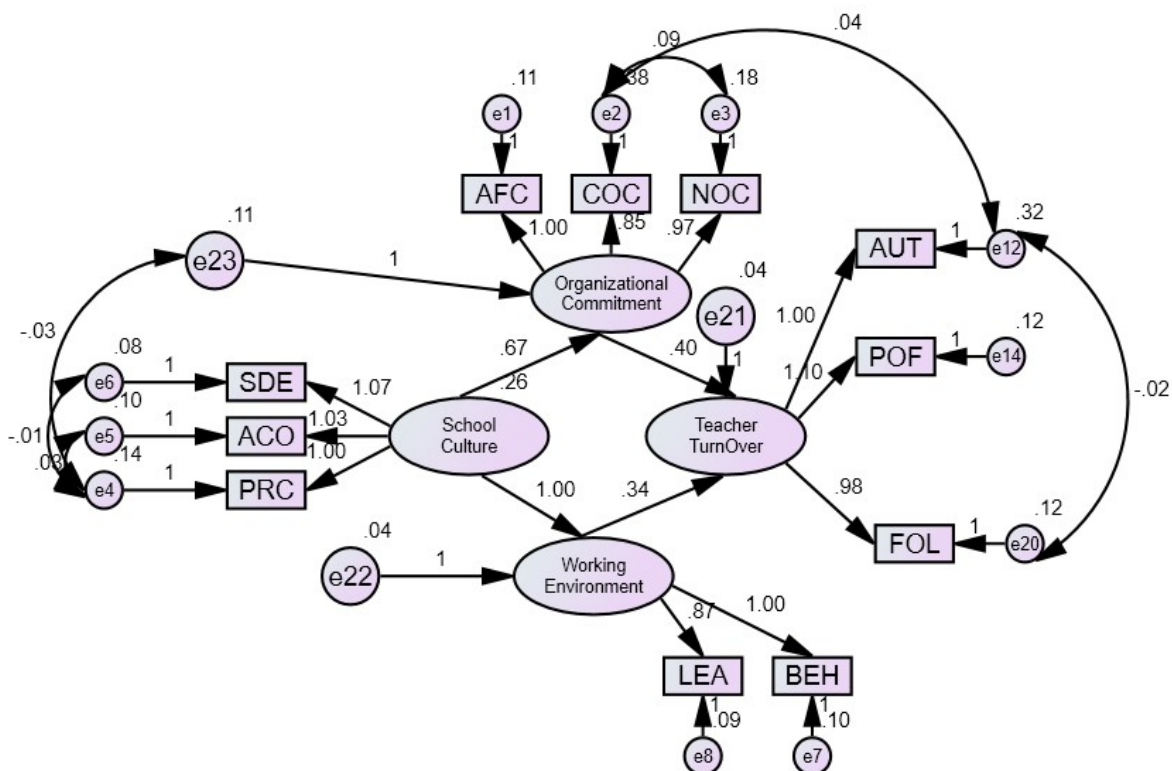
**Best Fit Model of Teacher Turn-over Intention**

This part indicates the analysis among the studied variables that predict the best fit model of teacher turnover among TADICSAN member schools in the Caraga Region. Five generated models were tested to find the best fit for this research. This included the correlations among exogenous variables.

Further, the fit assessment was tagged as the baseline for accepting and rejecting the model. In compliance, the researcher found the causality relationship of the latent variables and exogenous variables. It also highlighted the relationship between endogenous and exogenous variables. A suitable fit model was identified in showing considerable consistency of empirical relationships among variables presented in the generated models. The model presentation estimates indicated the magnitude and direction of the relationships of the variables among each other.

Particularly in the study, five generated and hypothesized models critically observed the normality of data. Variables with ratio or interval data were considered in finalizing the models.

**Best Fit Model**





**Table 7**  
*Summary of Goodness of Fit Measures of the Five Generated Models*

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	3.153	.867	.427	.356	.349	.074	.000
2	.000	3.075	.872	.455	.380	.372	.072	.000
3	.000	2.941	.877	.490	.407	.413	.070	.000
4	.000	2.939	.878	.494	.411	.413	.070	.000
5	.057	1.410	.979	.995	.982	.991	.032	.928

**Legend:**

CMIN/DF – Chi-Square/Degrees of Freedom  
 NFI – Normed Fit Index  
 GFI – Goodness of Fit Index  
 TLI - Tucker-Lewis Index  
 RMSEA – Root Mean Square of Error Approximation  
 CFI – Comparative Fit Index

**Table 8**  
*Direct and Indirect Effects of the Independent Variables on Teachers' Turn-over of the Best Fit Model*

Variables	Direct Effect	Indirect Effect	Total Effect
Organizational Commitment	.318	-.064	.254
School Culture	-.006	.667	.671
Working Environment	.440	-	.440

**Table 9**  
*Estimates of Variable Regression Weights in Generated Best Fit Model*

		Estimate	S.E.	Beta	C.R.	P-value	
Organizational Commitment	<---	School_Culture	.669	.060	.710	11.113	***
Working Environment	<---	School_Culture	.997	.062	.930	15.990	***
Teacher TurnOver	<---	Working Environment	.338	.055	.463	6.105	***
Teacher TurnOver	<---	Organizational Commitment	.404	.069	.487	5.841	***
AFC	<---	Organizational Commitment	1.000		.823		
COC	<---	Organizational Commitment	.850	.087	.549	9.745	***
NOC	<---	Organizational Commitment	.970	.073	.739	13.252	***
PRC	<---	School_Culture	1.000		.801		
ACO	<---	School_Culture	1.034	.051	.858	20.243	***
SDE	<---	School_Culture	1.072	.059	.890	18.250	***
BEH	<---	Working Environment	1.000		.868		
LEA	<---	Working Environment	.875	.041	.850	21.162	***
ABOUT	<---	Teacher TurnOver	1.000		.574		
POF	<---	Teacher TurnOver	1.097	.104	.788	10.511	***
FOL	<---	Teacher TurnOver	.985	.097	.749	10.113	***

**Legend:**

AFC-affective Commitment      LEA-leadership      SWG-similarity to workgroup  
 COC-continuance commitment      SCT-school climate      PSM-public service motivation  
 NOC-normative Commitment      PRD-professional development      CMP-compassion  
 PRC-professional collaboration      NTS-new teacher support      PUI-public interest  
 ACO-affiliative collegiality      AUT-autonomy      PPM-public policymaking  
 SDE-self-determination      COM-communication      FOL-followership  
 BEH-behavior      PDF-person organization fit

The correlation between organizational Commitment and teacher turnover attained the overall r-value of 0.550, with a p-value less than 0.05 described as significant. Between variables, the test of relationship resulted in a significant relationship, meaning the null hypothesis was rejected. This implied that organizational commitment practices were significantly linked with teacher turnover. In addition, it communicated that organizational Commitment was closely affiliated with teacher turnover intention. The organizational commitment indicators in terms of affective Commitment, continuance commitment, and normative Commitment undermined significant bearing on the indicators of autonomy, communication, person-

organization fit, similarity to the workgroup, public service motivation, compassion, public interest, policymaking, and followership. This study further revealed that the highest correlation fell on affective Commitment oversees turnover intention, while the lowest significance was between continuance commitment with turnover intention.

Secondly, results of the relationship between school culture and teacher turnover of the TADICSAN member schools have the overall r-value attained from the two measured variables was 0.601 with a p-value less than 0.05, thus, significantly correlated. The test of the relationship between variables yielded a significant correlation between school culture and teacher turnover. This signified analogous revelations that school culture was closely connected with teacher turnover intentions. This similarly indicated that as the school culture increased, there was also a decrease in turnover intentions. The overall results on the correlations between indicators of school culture in terms of professional collaboration, affiliative Collegiality and self-determination fit, similarity to the workgroup, public service motivation, compassion, public interest, public policy making, and followership had a robust relationship with teacher turnover intention in terms of autonomy, communication, person-organization efficacy.

Thirdly, the findings on the correlations between working environment and teacher turnover of the TADICSAN member schools resulted in the overall r-value obtained from both measures being .581 with a p-value less than 0.05. Hence the null hypothesis was rejected. The relationship test between variables on the working environment and turnover intention revealed a vital significance. This indicated that the practices in the working environment were closely connected with the teacher's decisions to have one's school. Moreover, as the working environment increased, there was a corresponding decrease in teacher turnover intents. There were significant relations between indicators of the working environment and turnover intention.

Table 1 revealed the overall results of the level of Organizational Commitment of the Faculty of the TADICSAN member schools with a mean rating of 3.92 and a standard deviation of 0.55 described as High. The highest mean rating fell on affective Commitment, and the lowest mean rating was on Continuance commitment. This variable was highlighted with the item from the Affective Commitment with "I feel like "part of the family" at my organization with a mean rating of 4.41 and a standard deviation of 0.68 described as Very High and the lowest result from the Normative Commitment of mean result of 3.58 and a standard deviation of 1.04 that stated that the faculty thought it unethical to jump from organization to organization.

Table 2 indicates the overall mean results of the level of a school culture of TADICSAN member schools. It was highlighted with the indicator Professional Collaboration with a 4.37 mean rating and standard deviation of 0.63 described as Very High, which meant this was very highly practiced in all these schools. At the same time, the lowest fell on Self-Determination/Efficacy, which belonged to High, having the general mean result of 4.10 and an SD of 0.61. This signified that the TADICSAN member schools very highly considered school culture as a positive predictor of retention of teachers in their schools.

Table 3 depicts the overall mean results of the level of the working environment of the TADICSAN member schools. It was found that Professional Development was the highest indicator, with a mean rating of 4.32 and an SD of 0.72, while the lowest indicator was New Teacher Support, with a mean result of 4.12 and an SD of 0.74. Hence, the overall mean verbal description was still Very High.

Table 4 depicts the overall mean results of the TADICSAN member schools' teacher turnover level. It was found that compassion was the highest indicator, with a mean rating of 4.27 and an SD of 0.63, while the lowest indicator was Public Policy Making, with a mean result of 3.63 and an SD of 0.84. Hence, the overall mean verbal description was High.

Table 6 displayed the influence of organizational Commitment, school culture, and working environment on teacher turnover intention. Analysis revealed that the standard coefficient of organizational Commitment has the highest beta of .273 with a t-value of 7.770. It signified that organizational Commitment has the most significant influence on teacher turnover intention than the working environment with a beta of .213 and a t-test value of 4.945 and school culture with a beta of .185 and a t-test value of 3.822. School culture registered the lowest influence on teacher turnover intention. Generally, the regression model is, thus, significant. So, this arrives at the rejection of the null hypothesis. As communicated, organizational Commitment and working environment variables directly influence teacher turnover intentions. Lastly, school culture is found to have no direct effect on teacher turnover intention among the TADICSAN member schools.

As seen in Table 7, the model reveals the best fit compared to the four previous models. The values of the indices pass the accepted values as follows: CMIN/DF is equal to 1.410, GFI yields .979, CFI is .995, NFI is .985, TLI is .991, RMSEA is .32. Hence, P-value is 0.57 which is within the standard criteria of 0.05 margin of error, and the P close is .928. All of the indices results signify Model 5 as the best fit model for teacher turnover.

Table 22 elaborates the summary of the goodness of fit measure of the five derived models. Among the models, Model 5 passed the criteria in determining the best fit model with a registered p-value of 0.57, CMIN/DF of 1.410, GFI of .979, CFI of .995, NFI of .982, RMSEA of P-close of .928. Therefore, Model 5 is the

best model that explicates teacher turnover intentions of TADICSAN member schools in the Surigao del Sur province of the Caraga Region.

The study's findings confirmed the established theoretical foundation of Expectancy Theory which elaborated that members of the organization manifest specific apprehensions and values of their workplace environmental attributes, work conditions, and organizational practices. The premise was that when all of these practices were considered & met, and the employees would stay longer in the organization; however, if not met and experienced them, they would feel dissatisfied, which could lead them to turnover intention and decision (Diefendorff & Seaton, 2015).

#### 4. Conclusion and Recommendation

The results of the study revealed that the teachers of the TADICSAN member schools were high in organizational commitment and teacher turnover intention and very high in school culture and working environment. More importantly, findings indicated that organizational Commitment, school culture, and working environment had significant relationships on teacher turnover intention.

In addition, organizational Commitment and working environment had a significant direct influence on teacher turnover while school culture did not directly influence teacher turnover intention.

Hence, it was concluded that Model 5 passed the criteria indices and was the best fit model for teacher turnover intention of the Tandag Diocesan Catholic Schools Association in Surigao del Sur, Caraga region.

The findings of the study confirmed the established theoretical foundation of Expectancy Theory which elaborated that members of the organization manifest specific apprehensions and values of their workplace environmental attributes, work conditions, and organizational practices. The premise was when all of these practices were considered & met, and the employees would stay longer in the organization; however, if not met and experienced them, they would feel dissatisfied, leading them to turnover intention and decision (Diefendorff & Seaton, 2015).

The researcher recommends that member schools of the Tandag Diocesan Catholics Schools Association assess their existing programs, processes, and policies on administration, academics, support personnel, and stakeholders, taking into great plight the enhancement of organizational Commitment and working environment in their respective schools. Relative to the no direct effect on school culture, they may review and align practices relevant to sustaining positive school culture in their workplace. These two massive programs on organizational Commitment, working environment & school culture are hoped to decrease the turnover intention of their teachers positively. In the light of further attaining the objective of this study, the TADICSAN member schools may strengthen linkages with their local government units, qualified non-government organizations, publishing houses & other private entities to augment the present working conditions of the member schools, thus sustaining teacher retention. The Board of Trustees of each member school may find creative ways to provide enhanced faculty development programs and professional growth for their teachers for them to stay longer in their schools and appreciate the schools' efforts in their careers & life.

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