



De La Salle University – Dasmariñas
GRADUATE PROGRAM

**FACTORS RELATED TO TEACHER RETENTION IN
FAMILY – OWNED SCHOOLS IN
DASMARIÑAS, CAVITE**

**A Master's Thesis
Presented to
the Faculty of the Graduate School of Education, Arts and
Sciences
De La Salle University – Dasmariñas
Dasmariñas, Cavite**

**In partial Fulfillment
Of the requirements for the degree
Master of Arts in Education
Major in Educational Management**

CHERRYLL R. CAMPOS

March 2005

recd.
102-10-06
FEB 10 2006



ABSTRACT

Name of Institution: De La Salle University – Dasmariñas
Address: Dasmariñas, Cavite
Title: **Factors Related to Teacher Retention in Family-owned Schools in Dasmariñas, Cavite**
Author: Cherryl R. Campos
Degree: Master of Arts in Education
Major in Educational Management
Date Started: June 2004
Date Completed: March 2005

STATEMENT OF THE PROBLEM:

This study investigated the relationship of the different factors present in family-owned schools to the retention of the teachers.

Specifically, the study attempted to answer the following questions:

1. What are the characteristics of participating institutions in terms of:
 - 1.1 School
 - 1.2 Principal



- 1.3 Teacher
- 1.4 Student
- 1.5 Physical resources
- 1.6 Community involvement
- 1.7 Others (Reasons of teachers for staying)
- 2. What is the retention level of the respondents with regard to:
 - 2.1 Percentage of retained teachers
- 3. Is there a significant relationship between the retention level of the respondents and the institutional characteristics in terms of:
 - 3.1 School
 - 3.2 Principal
 - 3.3 Teacher
 - 3.4 Student
 - 3.5 Physical resources
 - 3.6 Community involvement
 - 3.7 Others (Reasons of teachers for staying)

SCOPE AND COVERAGE

Twenty one (21) family – owned schools participated in this study. One hundred fifty – six (156) teachers and 18 principals were the respondents in the study.



METHODOLOGY

Descriptive method was used in this study to draw out the relationship of the different factors which include type of ownership, principal characteristics, teacher characteristics, student characteristic, physical resources characteristics, community involvement and the retention level of the teachers of the participating institutions.

MAJOR FINDINGS

1. Characteristics of the participating institutions in terms of:

1.1 **School characteristics.** Eleven out of the 21 institutions that participated in this study are owned by family corporations.

1.2 **Principal characteristics.** The leadership style of principals of the participating institutions, as perceived by the teacher respondents is situational.

1.3 **Teacher characteristics.** Most of the teacher – respondents are in their late 20's, and are working in their present school for an average of 4 years, with heavy teaching loads, and a large number of preparations. These teacher – respondents reside near the school where they teach, and their average pay is less than Php 10, 000.00. Most of them are female, single and have earned Bachelor's degrees, and passed the Licensure Examination for Teachers (LET) and Philippine Board Examination for Teachers



the community, accessibility of the school from residence, leadership style of the principals and provision of teaching materials.

2. Retention level of the participants with regard to:

2.1 Percentage of retained teachers. The retention level of teachers of the participating institutions for the past five years is high.

3. Relationship between the retention level of the respondents and the institutional characteristics in terms of:

3.1 School

3.2 Principal

3.3 Teacher

3.4 Student

3.5 Physical resources

3.6 Community involvement

3.7 Others (Reasons of teachers for staying)

Retention level is only related to length of service of the teachers and reasons of teachers for staying such as salary, fringe benefits, provision of teaching materials, provision of faculty room and provision of special rooms. Regardless of type of ownership, principal characteristics, teacher characteristics, student characteristic, physical resources characteristics and community involvement and other reasons of teachers for staying namely: leadership style of principal,



type of ownership of the school, accessibility of school from residence, workload, availability of modern instructional materials, harmonious relationship with the community, and number of pupils / students per class being handled, the teacher retention level of these participating institutions could be higher or lower.

CONCLUSIONS:

Based on the findings of this investigation, the following conclusions were drawn:

1. The profiles of the participating institutions with regard to the following characteristics:

1.1 **School.** Most of the participating institutions are owned by family corporations.

1.2 **Principal.** As perceived by most of the teacher – respondents, the leadership style of the principals of these participating institutions is situational. Perhaps principals are taking management situations on a case to case basis or simply applying system analysis in personnel management, wherein they consider every member of the organization as a subsystem.

1.3 **Teacher.** Most of the teachers of the participating institutions are in their late 20's, have served the school for a few years, have a heavy teaching load and reside near the school where



they teach. They have a large number of preparations, and their average pay is less than Php 10, 000.00. Most of them are female, single, with Bachelor's degree, and passed the Licensure Examination for Teachers (LET) and Philippine Board Examination for Teachers (PBET). The reason as indicated by the findings in support for graduate studies is, it is not one among the benefits received by the teachers. The fringe benefits they receive are 13th month pay. SSS, Philhealth, clothing allowance and vacation leave with pay.

1.4 Student. The teacher respondents are teaching small size classes.

1.5 Physical Resources. The participating schools are operating for almost 10 years, with an average number of classrooms, single laboratory, ample number of restrooms, provide at least 1 faculty room and with more than 1 building. Most of the schools are inside subdivisions. Most of these schools provide canteen services, library services, janitorial services, science laboratory, guidance services, and computer laboratory. The teachers are provided with teacher's manual and ample office supplies.

1.6 Community Involvement. Existence of Parents - Teachers Association and Homeroom PTA in the participating schools is almost nil, although the teachers are allowed to participate in civic /



community activities. The reason perhaps is that administration does not find such associations helpful in the management of private schools.

1.7 **Others.** The main reasons of teachers for staying is the small number of pupils / students being handled, harmonious relationship with the community, accessibility of the school from residence, leadership style of the principal and provision of teaching materials.

2. Retention level of teachers of the participating schools for the past five years is high.

3. Retention level is only related to the length of service of the teachers and reasons of teachers for staying namely: salary, fringe benefits, provision of teaching materials, provision of faculty room and provision of special rooms. Regardless of the type of ownership, principal characteristics, teacher characteristics, student characteristic, physical resources characteristic, and community involvement and other reasons of teachers for staying such as leadership style of principal, type of ownership of the school, accessibility of school from residence, workload, availability of modern instructional materials, harmonious relationship with the community and number of pupils /



students per class being handled, the retention level of teachers could be higher or lower.

Since it could be traced that teachers are satisfied with the schools that they are in, their retention level is high.

RECOMMENDATIONS:

In the light of the findings and conclusions drawn, the following are strongly recommended:

1. Schools should maintain the following, as they contribute to the high retention level of teachers:

Small to average number of pupils / students per class.

Continue or add more, fringe benefits for their teachers, such as tuition fee assistance for post – graduate studies, monetary award to commensurate the performance or length of service of the teachers, educational assistance / discounts for the legal dependents of teachers, free or assistance in housing / board and lodging for teachers, regular in – service training for the teachers, promotions, merits, awards that may come in different forms such as travel to local tourist spots, recognition, monetary, etc. Continue providing, or give more, teaching materials to the teachers. Continue allowing the teachers to participate in civic / community activities.

Improve the facilities and services of the schools, such as



playground, computer laboratory, guidance services, science laboratory.

Maintain the eclectic leadership style.

Sustain the harmonious relationship with the school community which includes the administration, academic, non – academic personnel, pupils / students and parents.

2. Maintain the high level of teacher retention by practicing what is just and by creating and maintaining a supportive work environment for the teachers. Sustaining a high level of retained teachers is equivalent to ensuring the satisfaction of the teachers and satisfied teachers are more likely to deliver quality education for the clientele.

3. Since it was found out that the different institutional characteristics such as school, principal, teacher, student, physical resources, community involvement, and other reasons of the teachers for staying in their school have no relationship with the retention level of teachers, future studies may be done to reveal if there is significant relationship between retention level of the teachers and other factors not covered in this study. Future studies may also be done to investigate if the same findings will come out in different settings, such as in public schools, in the tertiary level or universities, among others.



Schools that want to maintain a high level teacher retention could review the salary rate and the fringe benefits they are giving their teachers, their provision of teaching materials, faculty room and special rooms, as these are found to be related to the retention level of teachers.

