

Narratives of Social Actors on School Identity, Structured Practices and Teacher Retention: A Basis for Informed School Management Decision-Making

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ABSTRACT

The purpose of this study was to find out the connection and dynamics of school identity and structured practices to teacher retention of a non-sectarian private school in Region IV-A, this is to arrest the increasing rate of teacher attrition by hearing the voice of the school community as to what image they have of the school and its direction and how the implementation of school rules and regulations connect with the school identity, and the latter with the issue on teacher retention.

School Identity Theory by Albert and Whetten (1985) underpinned school identity that refers to three features namely the central, distinct, and sustaining or enduring elements. Theoretical propositions were formulated as a result of the analysis of the interconnections among the three concepts as revealed through the interview of social actors and triangulated with the document review.

This study used a Narrative Qualitative Research Design. The primary data were sourced out by the researcher from the transcripts of semi-structured retrospective interview which dwelt on the background of 11 respondents, the school's attributes, policy implementation, and the issue on teachers leaving the school. The secondary data included the latest faculty and student handbooks, school papers and results of the teachers' exit survey forms.

The study indicated 4 theoretical propositions namely 1) The school identity is enhanced as structured practices are improved; 2) The implementation of structured practices beneficial to students and employees contribute to a positive school identity; 3) Teachers have a partial to an inclusive role in the formation of school identity; and 4) School identity and other factors (pecuniary, security of tenure, superior-teacher relationship, collegial relationship) are accountable for teacher retention.

Keywords: central /core organizational features; enduring organization features; distinct organizational features; school culture; teacher attrition