

# An Analytical Exploration of Factors Contributing to Increasing Turnover and Employee Retention Challenges in a Private Educational Institution

FARRAH JANE M. COLUMNA<sup>1</sup>, FERDINAND M. GARCIA<sup>2</sup>

<sup>1</sup>San Sebastian College-Recoletos

<sup>1</sup><https://orcid.org/0009-0004-7401-7152>

<sup>2</sup><https://orcid.org/0009-0007-2052-0141>

*Corresponding author: [farrab.columna@sscr.edu](mailto:farrab.columna@sscr.edu); [ferdinand.garcia@sscr.edu](mailto:ferdinand.garcia@sscr.edu)*

Originality 100% • Grammar Check: 98% • Plagiarism: 0%

## ABSTRACT

### *Article history:*

Received: 16 Feb 2024

Revised: 05 Sept 2024

Accepted: 07 Oct 2024

Published: 30 Oct 2024

**Keywords** — turnover intention, retention challenges, private educational institution, compensation and benefits, leadership and management, work environment, external factors, descriptive-correlational, Philippines

This study examines the factors contributing to increasing turnover and retention challenges in a private educational institution in the Philippines. Using a mixed-methods approach, quantitative data were gathered using a descriptive-correlational methodology, while semi-structured interviews with current and former employees were used to acquire qualitative insights. Results reveal a very high level of turnover intention among respondents, with compensation and benefits and leadership and management found as the most significant factors, followed by work environment and culture and external factors. Age,



© Farrah Jane M. Columna and Ferdinand M. Garcia (2024). Open Access. This article published by JPAIR Institutional Research is licensed under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

marital status, and work status all show varying degrees of significance when it comes to perceived primary factors, while gender and length of service showed no significant influence on all the factors of turnover intention. Findings suggest the importance of addressing compensation and benefits, leadership and management, and work environment and external factor issues to enhance retention efforts in educational institutions.

## INTRODUCTION

Turnover intention is the manifestation of the subjective probability that an individual will change his or her job within a certain time (Mashile et al., 2021). Another definition by Ngamkroekjoti et al. (2012) refers to “the likelihood of an employee to leave the current job he or she is doing”. It includes the employee’s subjective evaluation of how likely or willing they are to look for work elsewhere after leaving their current company.

In organizational psychology and human resource management, turnover intention is a crucial concept because it indicates an employee’s degree of attachment, commitment, and contentment to their current position and company and acts as a prelude to real turnover behavior (Ng & Butts, 2008). Hence, it is an individual’s decision whether to stay in the organization or not. Employees with a high intention of leaving the company could show signs of disengagement, higher absenteeism, and active job search, which could be problematic for retention strategies and workforce stability in general.

The Philippines is also among the countries experiencing a constant turnover, especially among school employees. Low salary, workload, long hours of work, lack of challenge, and personal circumstances are reasons employees do not stay long in their respective schools (Braid, 2015). However, high turnover is experienced more among employees in private educational institutions. Estrada (2017) cited that more than 400,000 teaching and non-teaching personnel have joined the public school system. In addition, there were also private school teachers who left the profession to work abroad or to shift to other career paths.

Several factors, such as limited funds, competitive employment markets, and evolving educational policies, influence turnover rates in Philippine educational institutions. These challenges highlight the dearth of focused measures to minimize turnover successfully and add to the demand for ongoing recruitment efforts to address vacancies.

Previous research on employee turnover in educational institutions has produced empirical evidence that points out the significance of work satisfaction, organizational culture, effectiveness of leadership, and remuneration plans.

Additional context-specific study is necessary to fully comprehend the distinct issues that private educational institutions face.

By addressing these issues, this study aimed to provide valuable insights into the underlying causes of increasing turnover rates in private educational institutions and propose evidence-based recommendations for enhancing employee retention efforts.

## FRAMEWORK

Theories with an Asian and Western focus offer valuable insights into the motivational and cultural variables contributing to employee turnover. The Confucian work ethic theory emphasizes long-term employment relationships, loyalty, and respect for authority, which are deeply rooted in many Asian cultures. This framework fosters stability and a sense of belonging among employees, encouraging commitment to the organization and cultivating an environment of trust (Chu & Moore, 2020). In traditional settings, such values are vital for maintaining harmony and consistency within the workforce, leading to lower turnover rates.

Though it fosters a great organizational fit, the Confucian work ethic might not fully meet the changing needs of younger, more mobile workers. These people value adaptability, development, and creative chances more than the job stability of long-term work. The rigid structures and expectations derived from Confucian ideas may cause discontent and disengagement as newer generations join the workforce at an increasing rate. Talent who desire a more dynamic and responsive workplace culture may find it difficult to stay with organizations based on these conventional ideals (Chu & Moore, 2020).

On the other hand, Expectancy Theory—often applied in Western organizational frameworks—argues that people are driven by their expectations about the results of their labors. This theory highlights the perceived equity of incentive distribution and stresses the significance of coordinating personal aspirations with organizational goals. When workers feel their efforts will be adequately acknowledged and compensated, they are more likely to stay dedicated and engaged (Ghani et al., 2022). However, organizations must ensure that these notions of justice are constantly maintained. Employees may be more likely to quit if they believe that their contributions are not valued or that rewards are not given fairly.

Bridging the insights from both theories can yield a more holistic approach to understanding and addressing employee turnover. Organizations can embrace Expectancy Theory's emphasis on flexibility and individual attention while also

reaping the benefits of Confucian values' stability and loyalty. They can also foster a diverse workforce and increase overall job satisfaction by cultivating a culture that encourages individual contributions and aspirations while respecting hierarchical ties.

In conclusion, the integration of Confucian work ethic theory and Expectancy Theory offers valuable insights into the multifaceted nature of employee turnover. By acknowledging and addressing the cultural and motivational variables inherent in both frameworks, organizations can develop strategies that enhance employee satisfaction and retention. Emphasizing flexibility, fairness, and open dialogue will be critical in navigating the complexities of modern workforce dynamics, particularly in a diverse organizational landscape. Ultimately, fostering an environment where traditional values and contemporary expectations coexist harmoniously will be key to creating a sustainable and engaged workforce.

The purpose of this study is to fill in knowledge gaps about the unique difficulties with employee turnover that private educational institutions in the country encounter. Through the integration of theoretical frameworks from both Asian and Western perspectives, the study attempts to present an in-depth investigation of the elements that contribute to turnover dynamics within the selected institution.

## **OBJECTIVES OF THE STUDY**

The study examines the factors impacting employee turnover rates in selected private schools. Specifically, the study seeks to (1) identify the level of turnover intention of the respondents, (2) determine if there is a significant difference in the turnover intention of the respondents when they are grouped according to the following demographic profile (gender, age, employment status, civil status, length of service), (3) identify the primary factors contributing to the rising turnover rates among employees, and (4) determine if there is a significant difference in the perceived primary factors of turnover intentions when respondents are grouped according to demographic profile.

## **METHODOLOGY**

### **Research Design**

This study adopted a mixed-methods research design to provide a comprehensive analysis of turnover rates and retention challenges in the selected private educational institution. This design was used to seek a convergence of data across both quantitative and qualitative methods in order to control bias and

boundaries brought by any single research method. It involved both quantitative and qualitative data collection and analysis to gain a deeper understanding of the factors contributing to turnover and retention challenges.

The primary method for the quantitative data collection phase of this study is the descriptive-correlational design method. Descriptive method was used to describe the socio-demographic profile, the level of turnover intention, and the primary factors contributing to the rising turnover rate. The correlational method was used to determine the extent to which socio-demographic and turnover intention are related to each other with the relationship of demographic variables to the primary factors of turnover intention.

For the qualitative part of the study, selected former and current employees were asked to participate in semi-structured interviews to learn more about their opinions on the main causes of high turnover rates in the institution. The purpose of the interview questions was to elicit detailed answers from participants and provide them with an opportunity to share their opinions and experiences.

## **Participants**

Data was drawn from a private educational institution that offers basic education (preschool to junior high school), senior high school, college, and graduate school education. The participants were all employees, whether teaching or non-teaching personnel. This includes all full-time and part-time faculty members from preschool to college department and all non-teaching staff. There is a total of 98 teaching and 53 non-teaching personnel. From the total population of 151, the study only included a sample of 112 respondents which was computed using G\*Power. The participants were limited to full-time and part-time faculty members (preschool to college) and non-teaching personnel. Employees from third-party agencies, such as janitors and security guards, were not included as participants in the study.

In the qualitative phase, participants for the semi-structured interviews were chosen through purposeful sampling to guarantee representation from a range of departments, roles, and tenure durations within the organization. Three current and three former employees were selected for the interviews.

## **Instrumentation**

The quantitative instrument used in the study consisted of three parts: Part I—Demographic Profile, Part II—Turnover Intentions, and Part III—Factors Contributing to Turnover.

Part one, identify participants' sex, age, employment status, marital status, and length of service in the institution.

Part Two assessed the turnover intention of the participants using the Turnover Intention Scale of Esteban-Carranza et al. (2023). This adopted questionnaire consists of 10 questions, which the participants answered using a four-point Likert scale. This instrument has been proven valid and reliable in several studies where it has been utilized.

The third part of the questionnaire is a self-made questionnaire divided into four factors which are as follows: compensation and benefits, work environment and culture, leadership and management and external factors. Each factor consists of several items that respondents rate using a 4-point Likert scale from one (never a factor) to 4 (very significant factor).

For the qualitative part of the study, guide questions were used in the semi-structured interviews conducted among selected participants.

### **Data Gathering Procedure**

Prior to the data gathering, the researcher wrote a letter addressed to the School President, Vice President for Academics and Research, and Vice President for Administration of the selected private education institution to seek permission to conduct the study and administer the questionnaire to the target participants.

The data gathering period covered two weeks for the distribution and retrieval of the questionnaires answered either through an electronic or hard copy. Participants were given a specified timeframe to complete the questionnaire, and reminders were directed to maximize response rates. It only took 10 to 15 minutes for the participants to complete the survey instrument. There was a provision of safe space for both the participants and the researcher, as the responses could be accessed only by the researchers. Data were downloaded in aggregate form using the Excel application. It was then forwarded to the statistician for tabulation and statistical analysis.

For the qualitative part of the study, the researcher set an appointment for each of the six chosen participant for the semi-structured interview. The interview only lasted for 10-15 minutes. The conduct and transcription of interviews also took two weeks. Depending on the interests of the participants and practical concerns, interviews were done either in person or over video conference. With permission from the subjects, every interview was audio recorded, fully transcribed, and anonymized for study. After this, the quantitative and qualitative results were integrated for analysis.

### **Research Ethics Protocol**

Throughout the study process, the researchers ensured that they adhered to the institution's guidelines on research ethics to guarantee responsible data

handling, informed consent, and participant anonymity.

Prior to data collection, permission from the institution to conduct the study was sought following the necessary protocols. The administration and respondents from each school were well-informed about the objectives and procedures involved in the research process. Participants also received the necessary information about their rights and the intended use of their data clearly and transparently.

Informed consent was obtained from the respondents both in the quantitative and qualitative phases. This indicates transparency and respect for the participants' autonomy. It also ensures that they fully understand the objectives, potential hazards, and advantages of their involvement. The participants were also informed that they could withdraw without undue consequences.

Respondents were also guaranteed the confidentiality of the data and their privacy as research participants. The survey instrument and the semi-structured interviews indicated that the anonymity of their responses was ensured, especially since participants may be vulnerable regarding how their responses will be used and may worry that their responses could influence how administrators perceive them.

Data gathered in the survey were downloaded in aggregate form and sent to a statistician for tabulation and analysis. This guarantees the protection and rigorous, professional analysis of each participant's unique data. The researcher ensured that best practices were followed regarding handling and analyzing data to ensure the integrity and reliability of their findings.

Likewise, the researcher delivered the results in aggregate form, safeguarding participant confidentiality and anonymity. This reduces the dangers of identifying specific participants and guarantees their privacy. The researcher was cautious in presenting their findings to guarantee participant anonymity during the dissemination process.

## **Data Analysis**

To describe the demographic profile of the respondents included in the study, mean, frequencies and percentages were used. Likewise, the same statistical methods along with standard deviation were applied to determine the participants' level of turnover intentions and factors contributing turnover.

Anova and T-Test for Independent Samples were utilized to determine if there is a significant difference in the level of turnover intentions when grouped according to the participants' profile. The same statistical tests were used to test the significance of the factors contributing to turnover across the same variables.

Thematic analysis was used to assess the qualitative information gleaned from

the interviews. To gain insightful information, themes, and patterns pertaining to the elements influencing turnover rates and retention issues were found and methodically coded. Quantitative and qualitative data were triangulated to validate and complement one another to provide a thorough knowledge of turnover rates and retention issues in the selected private educational institution.

The integrated results were analyzed to determine overarching themes and patterns and recommendations for resolving issues with employee turnover and enhancing retention tactics inside the institution.

## RESULTS AND DISCUSSION

**Table 1**  
*Level of Turnover intention*

Items	Mean	VI
1. I will not quit this institution even if I find a better job.	1.58	Very High
2. I will definitely not leave this institution within the next year.	1.78	High
3. I seldom think about leaving this institution.	1.71	Very High
4. To consider leaving this institution is very unlikely for me.	1.65	Very High
5. Personally, I find it very important that I spend my career in this institution.	1.75	Very High
6. I would still prefer to work for this institution even if I am free to choose my career.	1.67	Very High
7. As far as I can see in the future, I intend to remain with this institution.	1.61	Very High
8. I am not looking and planning to leave any time soon.	1.70	Very High
9. I look forward to going to work often.	2.23	High
10. I do not consider even the idea of quitting.	1.54	Very High
Overall Level of Turnover Intention	1.72	Very High

The overall mean is very high, with a mean score of 1.72, indicating a very high level of turnover intention among the respondents. Specifically, the respondents were revealed to have the highest level of turnover intention on the



following statements: I do not consider even the idea of quitting ( $\bar{x} = 1.54$ ), and I will not quit this institution even if I find a better job ( $\bar{x} = 1.58$ ).

These findings suggest that employees have a very high inclination to resign from their post. The very high scores in most statements suggest that many employees in the selected private educational institutions are considering leaving their respective schools. From these findings it can be implied that these schools are impacted by turnover intention which may lead to actual turnover.

This was also confirmed based on the answers gathered from the semi-structured interviews. Most of the participants, both former and current employees, have observed that there have been actual high turnover rates in the institution over the years, which is a manifestation of the high turnover intention of the employees. Specifically, one participant mentioned, *“In recent years, my observations regarding turnover rates at SSCR have revealed a concerning trend of high staff turnover.”*

In addition, another participant stated, *“During my last few years of serving the school, I noticed some young teachers were transferring to public schools after a few years of serving the school. As if they are only waiting for the proper time for them to be accepted in public schools or public offices”.*

This was also the same observation by another participant, *“yearly there are turnovers, especially in the Basic Education Department”*

The high level of turnover intention of respondents in this study resonates with findings from similar researches. For instance, Ramlee and Ahmad (2020) also revealed in their study that there is a high level of turnover intention among private school teachers in Malaysia, while Kim and Kim (2021) also concluded that there is also a significant level of turnover intention among employees in the private education sector in South Korea. Likewise, the study of Liu et al. (2019) revealed parallel findings in their study conducted in China, wherein a high turnover intention was identified among private school teachers.

This is also supported by findings from local studies, such as the research conducted by Fuentes (2013), which revealed that the level of turnover intention of private secondary school teachers among Education Service Contracting Schools in Davao City is at a moderate level. On the other hand, this is opposite to the result of the study conducted by Nyisingize (2019) on the turnover intention of elementary and high school teachers in Cavite. Her study revealed that elementary and high school teachers in Cavite have low turnover intention. The difference in turnover intention may be due to several factors, as indicated in their studies, such as work-life balance, perceived opportunities, organizational culture, leadership effectiveness, and job satisfaction, which may vary in these educational institutions.

The results of the study can be corroborated by the actual turnover data from the private educational institution, which indicates that there is has been an average of 19% actual turnover rate among its employees for the past six years.

### ***Difference in the turnover intention of the respondents when they are grouped according to demographic profile***

Results revealed a significant difference in respondents' turnover intention when grouped according to employment status, with a p-value of 0.023, which is lower than the 0.05 margin of error. No significant difference was found for all the other demographic variables. Permanent teachers have more investment in the organization and more to lose from voluntary turnover. Therefore, they are expected to remain in their employing school (Cohen & Golan, 2007).

### ***Primary factors contributing to the rising turnover rates among employees***

Based on these findings, compensation and benefits ( $\bar{x} = 3.5476$ ) and leadership and management ( $\bar{x} = 3.3155$ ) were found to be very significant factors in turnover intention, while work environment and culture ( $\bar{x} = 3.1094$ ) and external factors ( $\bar{x} = 3.1518$ ) were identified as significant factors.

These findings imply that compensation, benefits, leadership, and management greatly influence employees' intentions to leave the institution.

Salary and compensation were also common themes in the answers of the interviewed participants. As stated by one participant, *“one significant concern that weighs on my mind is the issue of adequate compensation, especially in the face of increasing inflation. While I value the work I do and the mission of the institution, the rising cost of living coupled with stagnant wages can create financial strain and uncertainty”*.

Another participant stated, *“There are other private institutions that can provide competitive salaries, emphasizing teachers' important role in the academe.”*

This is parallel with the study of Cropanzano et al. (2017), which indicates that employees are less likely to quit their jobs when they receive fair compensation and benefits. This is also similar to the results revealed in Liu and Onwuegbuzie's (2012) study, which stated that teachers' salaries significantly affect teachers' turnover intention. The same results were also revealed in the study of Loquias and Sana (2012). However, the findings of Jamal et al. (2024) negate the finding of this study on the significant relationship between compensation and turnover intention. Upadhyaya reported in his study that compensation is not a contributory factor to the turnover of teachers in the private schools in Butwal.

Participants in the semi-structured interviews also validated that leadership and management are important factors in turnover intention. One participant

mentioned *“I think that the most crucial factor that leads to the turnover rates is the leadership style. Characteristics such as compassion, integrity, accountability, respect, and love, define a democratic leadership approach exemplified by Christ during His time.”*

Specifically, they also mentioned in their responses that the lack of opportunities for career advancement is a critical factor that would help employees decide to leave or stay in the institution. One participant stated, *“The ranking system is another factor because it seems like the system was designed in such a way that your ranking will fall where you got the lowest score among the several criteria.”*

This was also supported by another participant’s response: *“Aside from salary and benefits, I may say the ranking system. I want to emphasize the need for employees to be heard, appreciated, valued and empowered.”*

Promotion opportunities were also identified as significant factors affecting turnover intentions according to Shah and Jumani (2015). It was found directly impact employees’ turnover intentions (Belete, 2018; Biswakarma et al., 2024).

Furthermore, the participants mentioned the need for the employees to be recognized and appreciated. One participant mentioned, *“The department does not have appreciation and recognition for the teachers who are excelling in their field inside and outside the school.”*

According to Ghani et al. (2022), newly hired employees should be encouraged to communicate their expectations of the job and the organization regarding their career growth and learning and training programs. It is the responsibility of an organization to ensure that employees are growing and their skills are being developed (Ihuah et al., 2014).

Moreover, another participant shared, *“One strategy that should be carried out is the institution’s emphasis on recognition and feedback mechanism”.*

In Phillips’ (2021) study, leadership style was highlighted as a significant factor in creating a safe and trusting work environment, ultimately leading to lower employee turnover intention. Gyensare et al. (2018) suggest in their study that transformational leadership is the type of leadership that can motivate and inspire employees, which can ultimately reduce turnover intention.

This is also parallel to Belete’s (2018) and Alam and Asim’s (2019) studies which explain that leadership styles have a very strong relationship with turnover intention. The low employee retention rate is the result of low satisfaction levels and poor quality of leadership (Ghani et al., 2022).

Work environment, culture, and external factors were also found to be significant factors in turnover intention, though not as dominant as the other two. A stressful work environment can potentially lead to an increase in the turnover intention, which can be buffered by positive social support from

colleagues (Haggalla & Jayatilake, 2017).

As stated by one interviewed participant, “*When an employee is taken care inside an institution, there is a high probability that they are going to stay longer.*”

Another participant shared, “*In my own opinion, within the educational setting, two aspects of job satisfaction stand out as particularly critical for retaining employees, one of which is fostering a positive workplace*”

As stated by Chytiri et al. (2018), salary is an important factor only at the beginning; as time goes by, employees tend to consider other factors such as the working environment, career development, learning and development, and growth opportunities (Ghani et al., 2022).

The participants also mentioned the importance of work-life balance. Aside from positive work environment, there may also be personal circumstances that may influence an employee’s intention to leave, one participant stated, “*for some employees, the distance between their residence and the workplace can be a significant factor affecting their decision to stay or leave.*”

Current employees who were interviewed also admitted that they would be willing to leave the institution if offered a better job elsewhere. From the former employees that were interviewed, their common answer as to why they have left the institution is the salary, workload, and incompetence of some offices in the institution.

### ***Difference in the perceived primary factors of turnover intentions according to gender***

The results show no significant difference in gender in all the perceived primary factors. Hence, the null hypothesis is accepted. This implies that male and female employees have similar perceptions of the mentioned primary factors.

This result is similar to the study of Ono (2023), which highlights that there is no significant difference or direct effect between gender and compensation and benefits and leadership and management on turnover intention. On the other hand, the studies of Hundera (2014) and Yoo and Lee (2023) are opposite to the results of this study, for they found out that gender brings out significant differences in work environment and culture. They mentioned that females are more likely to consider leaving their jobs than males.

### ***Difference in the perceived primary factors of turnover intentions according to age***

This study found that factors like compensation and benefits, work environment and culture, and leadership and management are significantly related to age.

These results are supported by the study of Ng (2023), which stated that younger employees have a higher turnover intention because they seek better compensation and benefits and work-life balance in the working environment, whereas turnover intention may rise for older employees due to approaching retirement, age discrimination concerns and desire for more flexibility.

However, the study revealed no significant difference between the external factors and age. This is similar to the local study by Perkasa et al. (2023), which stated that factors like career opportunities can influence employees across different ages.

### ***Difference in the perceived primary factors of turnover intentions according to employment status***

The results of the study highlighted that compensation and benefits, work environment and culture, and leadership and management have significant differences when grouped according to employment status. The result is supported by the study of Ono (2023), which revealed a stronger association between low compensation and high turnover intention for full-time employees because full-time employees rely heavily on their jobs for financial security. Moreover, work-life balance is crucial for full-time employees because full-time work demands manageable workloads. However, the local study by Wittmer and Martin (2011) found that effective leadership and management that provides clear direction, recognition, and growth opportunities can reduce turnover intention for both full-time and part-time employees.

On the other hand, the study revealed no significant difference between external factors and employment status. This is dissimilar to Ono (2023), who emphasized that full-time employees might have less flexibility to accommodate external factors.

### ***Difference in the perceived primary factors of turnover intentions according to marital status***

Results show no significant difference in the factors of compensation and benefit, work environment and culture, and leadership and management when grouped according to marital status. This is supported by the local study of Inayat et al. (2021), which revealed that the mentioned factors are relevant to married and single employees.

However, the study found that external factors and marital status have a significant relationship. According to Huang et al. (2022), single employees might have higher turnover intention due to greater career exploration and possibilities and less financial dependence on a single job. More so, married

employees are influenced by their desire for flexibility or work-life balance, which impacts turnover intention.

### ***Difference in the perceived primary factors of turnover intention according to length of service***

Based on the results of the study, there is no significant difference in the perceived primary factors of turnover intention when the respondents are grouped according to length of service. The lack of significant differences in the results of the study suggests a uniform perception of primary factors affecting turnover intention despite their differences in length of service. This homogeneity indicates that length of service does not substantially influence how employees perceive factors affecting turnover intention.

## **CONCLUSION**

The study explored the factors influencing increasing employee turnover intention and retention challenges in a private educational institution. Several important conclusions were reached by combining quantitative analysis with semi-structured interview qualitative observations.

First, the study revealed a very high level of turnover intention among employees, suggesting that the respondents had a strong inclination to leave their jobs. This was corroborated by observations of high turnover rates within the institution, as reported by current and former employees.

Based on the analysis of demographic characteristics, gender, age, marital status, and length of service did not significantly affect turnover intention. However, there was a noticeable difference based on employment status. Compared to non-permanent employees, permanent employees showed a higher organizational fit and investment, which led to a lesser intention to leave.

The most significant factors contributing to turnover intention were identified as compensation and benefits and leadership and management. Work environment, culture, and external factors were also found to be significant but not as dominant as the first two.

Gender was found to have no significant difference in all the perceived primary factors of turnover intention. However, age has significantly influence compensation and benefits, work environment and culture, and leadership and management. There was also a significant difference in compensation and benefits, work environment and culture, and leadership and management of the employees when they were grouped according to employment status. Marital status did not significantly influence the perceived primary factors of turnover

intention except for external factors, while length of service did not substantially influence employees' perception of all the identified factors.

In conclusion, the study highlights how crucial it is for the institution to address issues related to compensation and benefits, leadership and management, work environment and culture, and external factors to reduce turnover intention and improve employee retention. Strategies to improve these areas are crucial for creating an environment that supports employee satisfaction and retention within the educational institution.

## **TRANSLATIONAL RESEARCH**

The results of the study may be forwarded to school administrators of private educational institutions and translated into a workable, empirically supported employee retention program customized to target specific problem areas reflected in the study with careful consideration on strategic human resource planning, policy development, employee engagement, and cultural enhancement initiatives. It will also be shared with the larger educational community through scholarly publications, conference presentations, institutional reports, and stakeholder engagements. This will aid in the transmission of knowledge and support evidence-based decision-making.

## **CONFLICTS OF INTEREST AND FUNDING**

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

## **LITERATURE CITED**

Alam, A., & Asim, M. (2019). Relationship between job satisfaction and turnover intention. *International Journal of Human Resource Studies*, 9(2), 163.

- Badrinarayanan, V., Gupta, A., & Chaker, N. N. (2020). The pull-to-stay effect: influence of sales managers' leadership worthiness on salesperson turnover intentions. *Journal of Personal Selling & Sales Management*, 41(1), 39-55.
- Belete, A. K. (2018). Turnover intention influencing factors of employees: An empirical work review. *Journal of Entrepreneurship & Organization Management*, 7(3), 1-7.
- Biswakarma, G., Aithal, P. S., Singh, S. K., Gnawali, A., & Ghimire, J. (2024). Workplace bullying and employees' turnover intention in hospitality industry: evidence of Nepal. *Cogent Business & Management*, 11(1), 2317197.
- Braid, F. (2015). Teachers and our state of education. *Manila Bulletin*.
- Chu, I., & Moore, G. (2020). From harmony to conflict: MacIntyrean virtue ethics in a Confucian tradition. *Journal of Business Ethics*, 165(2), 221-239.
- Chytiri, A. P., Filippaios, F., & Chytiris, L. (2018). Hotel recruitment and selection practices: The case of the Greek Hotel Industry. *International Journal of Organizational Leadership*, 7, 324-339.
- Cohen, A., & Golan, R. (2007). Predicting absenteeism and turnover intentions by past absenteeism and work attitudes: An empirical examination of female employees in long term nursing care facilities. *Career Development International*, 12(5), 416-432.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of management annals*, 11(1), 479-516.
- Esteban-Carranza, R. F., Mamani-Benito, O. J., Rodriguez-Alarcon, J. F., Corrales-Reyes, I. E., & Farfán-Solís, R. (2023). Escala de preocupación por el contagio de la COVID-19 en personal de la salud peruano. *Revista Colombiana de psiquiatría*, 52(1), 38-44.
- Estrada, J. N. (2017, August 4). Legal challenges to private education in the Philippines. *The Manila Times*. <https://www.manilatimes.net/2017/08/04/opinion/analysis/legal-challenges-private-education-philippines/342331>



- Fuentes, R. C. (2013). The influence of demographics, organizational commitment and burnout towards the turnover intentions of teachers. *Southeast Asian Interdisciplinary Research Journal*, 1(1), 145-158.
- Ghani, B., Zada, M., Memon, K. R., Ullah, R., Khattak, A., Han, H., ... & Araya-Castillo, L. (2022). Challenges and strategies for employee retention in the hospitality industry: A review. *Sustainability*, 14(5), 2885.
- Gyensare, M. A., Anku-Tsedee, O., Sanda, M. A., & Okpoti, C. A. (2016). Transformational leadership and employee turnover intention: The mediating role of affective commitment. *World Journal of Entrepreneurship, Management and Sustainable Development*, 12(3), 243-266.
- Haggalla, K. H. Y. U., & Jayatilake, L. V. (2017). Study on organizational culture and turnover intention in international information technology firms in Sri Lanka. *International journal of scientific research and innovative technology*, 4(2), 47-63.
- Huang, W., Wang, D., Pi, X., & Hewlin, P. F. (2022). Does coworkers' upward mobility affect employees' turnover intention? The roles of perceived employability and prior job similarity. *The International Journal of Human Resource Management*, 33(12), 2442-2472.
- Hundera, M. B. (2014). Factors affecting academic staff turnover intentions and the moderating effect of gender. *International Journal of Research in Business Management*, 2(9), 57-70.
- Ihuah, P. W., Kakulu, I. I., & Eaton, D. (2014). A review of Critical Project Management Success Factors (CPMSF) for sustainable social housing in Nigeria. *International journal of sustainable built environment*, 3(1), 62-71.
- Inayat, W., & Jahanzeb Khan, M. (2021). A study of job satisfaction and its effect on the performance of employees working in private sector organizations, Peshawar. *Education Research International*, 2021(1), 1751495.
- Jamal, M. T., Anwar, I., Khan, N. A., & Ahmad, G. (2024). How do teleworkers escape burnout? A moderated-mediation model of the job demands and turnover intention. *International Journal of Manpower*, 45(1), 169-199.

- Kim, H., & Kim, E. G. (2021). A meta-analysis on predictors of turnover intention of hospital nurses in South Korea (2000–2020). *Nursing Open*, 8(5), 2406-2418.
- Liu, J., Zhu, B., Wu, J., & Mao, Y. (2019). Job satisfaction, work stress, and turnover intentions among rural health workers: a cross-sectional study in 11 western provinces of China. *BMC family practice*, 20, 1-11.
- Liu, S., & Onwuegbuzie, A. J. (2012). Chinese teachers' work stress and their turnover intention. *International journal of educational research*, 53, 160-170.
- Loquias, M. M., & Sana, E. A. (2012). Factors associated with intentions to leave or stay among faculty members in the colleges of pharmacy in metro Manila. *Int J Pharm Teach Pract*, 3(4), 377-383.
- Mashile, D. A., Munyeka, W., & Ndlovu, W. (2021). Organisational culture and turnover intentions among academics: A case of a rural-based university. *Studies in Higher Education*, 46(2), 385-393.
- Ng, K. Y. (2023). *The impact of job satisfaction, organisational commitment, work-life balance and pay and reward towards employees' turnover intention* (Doctoral dissertation, UTAR).
- Ng, T. W., & Butts, M. M. (2009). Effectiveness of organizational efforts to lower turnover intentions: The moderating role of employee locus of control. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 48(2), 289-310.
- Ngamkroekjoti, C., Ounprechavanit, P., & Kijboonchoo, T. (2012). Determinant factors of turnover intention: A case study of air conditioning company in Bangkok, Thailand.
- Ono, H. (2023). Career urgency and turnover intention among young adult workers: a comparison by gender and employment status. *BMC psychology*, 11(1), 389.
- Perkasa, D. H., Parashakti, R. D., Affini, D. N., Wuryandari, N. E. R., & Deswindi, L. (2023). Analysis of Factors Influencing Turnover Intention

- of Go Online's Employees. *Dinasti International Journal of Education Management And Social Science*, 4(3), 362-373.
- Phillips, A. T. (2021). *Leadership Style, Trust, and Safety Culture within the Department of Veteran Affairs Veteran Health Administration*. Northcentral University.
- Ramlee, R., & Ahmad, N. (2020). Malaysian risk management committees and firms' financial performance. *Asia-Pacific Management Accounting Journal*, 15(2), 147-167.
- Reyes, A. C. S., Aquino, C. A., & Bueno, D. C. (2019). Why employees leave: Factors that stimulate resignation resulting in creative retention ideas. *CC The Journal: A Multidisciplinary Research Review*, 14, 15-24.
- Shah, N. H., & Jumani, N. B. (2015). Relationship of job satisfaction and turnover intention of private secondary school teachers. *Mediterranean Journal of Social Sciences*, 6(4), 313-323.
- Wittmer, J. L., & Martin, J. E. (2011). Work and personal role involvement of part-time employees: Implications for attitudes and turnover intentions. *Journal of Organizational Behavior*, 32(5), 767-787.