

The Impact of Job Satisfaction on Faculty Retention: A Case Study of Initao College

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ABSTRACT

This study examined the relationship between job satisfaction and faculty retention among full-time faculty members of Initao College. Using a mixed-methods case study design, the research combined quantitative survey analysis with qualitative insights from open-ended responses. The quantitative component measured three major dimensions of job satisfaction—compensation and benefits, professional growth and development, and work environment and support—and their relationship to faculty retention. Statistical analyses, including Spearman rho correlation, revealed a significant positive correlation ($p < 0.05$) between all job satisfaction dimensions and faculty retention, confirming that higher job satisfaction leads to stronger commitment and lower turnover. In contrast, marital status and years of service showed no significant effect on retention ($p > 0.05$), suggesting that demographic factors are less influential than workplace conditions. Qualitative findings supported these results. Faculty members cited collegial relationships, student motivation, and career stability as primary reasons for staying, while toxic management, inadequate resources, career stagnation, and lack of recognition were key drivers of turnover intentions. These insights reveal that retention at Initao College is primarily influenced by both intrinsic motivators (such as teaching fulfillment) and extrinsic factors (such as compensation and institutional support). Overall, the study concludes that enhancing job satisfaction is critical to retaining qualified and motivated faculty members. It recommends that Initao College focus on improving compensation systems, expanding professional development opportunities, and fostering a healthy, communicative, and supportive work environment. Strengthening these areas will not only increase retention but also contribute to the long-term sustainability and academic excellence of the institution.

Keywords: *Faculty Retention, Job Satisfaction, Local College*

INTRODUCTION

Faculty members are the foundation of any educational institution. Their dedication and skills are crucial for student achievement and the overall health of a college. However, many institutions are currently struggling with the ongoing issue of faculty turnover, which can disrupt stability and negatively impact the quality of education. When talented and experienced teachers leave, it can lead to a loss of institutional knowledge, a decline in morale, and significant costs for the college. A key element in a faculty member's decision to remain at an institution is their level of job satisfaction. Understanding what makes a faculty member feel fulfilled and supported is a vital step toward building a lasting and vibrant academic community.

This case study is specifically designed to investigate the relationship between faculty job satisfaction and their retention at Initao College. The study will look closely at various aspects of job satisfaction, including fair compensation, opportunities for professional growth, and the overall work environment, to determine how they influence a faculty member's decision to stay. According to a study by Perrachione, Rosser, and Peterson (2008), job satisfaction is a major predictor of retention, and this research aims to explore that relationship in the specific context of Initao College.

The findings of this research have significant practical implications for the administration and leadership of Initao College. According to a study in the Eurasian Journal of Educational Research, a positive work environment and strong human resource management practices, which include offering professional development opportunities, can lead to higher faculty retention (Al Doghan, 2022). Furthermore, research by WTW (2025) suggests that low pay can lead to lower job satisfaction and morale issues, highlighting the importance of fair compensation. By identifying the root causes of dissatisfaction, the college can implement targeted, data-driven strategies to improve its work environment. According to Sait (2017), creating a stable and supportive academic environment is a key factor in the long-term success of any educational institution. This study will ultimately provide a clear roadmap for the college to boost morale, reduce the costly effects of turnover, and create a more stable community for both its faculty and students.

Objectives

The primary objective of this study is to investigate the direct relationship between job satisfaction and faculty retention at Initao College.

Specifically, this research aims to:

1. Describe the profile of the respondents in terms of civil status and years of service.
2. Determine the level of job satisfaction of the faculty in terms of compensation and benefits, professional growth and development, and work environment and support.
3. Assess the level of faculty retention at Initao College based on their intention to stay, loyalty, and overall satisfaction with their work.
4. Is there a significant difference in the faculty's level of retention when grouped according to profile?
5. Is there a significant relationship between job satisfaction and faculty retention?
6. Identify the significant factors and experiences that influence faculty members' decision to remain in or leave Initao College, as revealed through both survey responses and interviews..

MATERIALS AND METHODS

This section outlines the research design, participants, and procedures used in this case study.

Research Design

This study employed a mixed-methods research design to provide a comprehensive analysis of the relationship between faculty job satisfaction and retention at Initao College. This approach was selected to leverage the strengths of both quantitative and qualitative methods, ensuring a robust and multifaceted investigation.

The quantitative component of the research utilized a descriptive-correlational design. This method was used to systematically describe the current levels of job satisfaction and faculty retention among the population and to statistically measure the strength and direction of the relationship between these two variables.

To complement these findings, a qualitative approach was integrated using semi-structured interviews. This allowed the researchers to gather rich, in-depth narratives and contextual details from selected participants. By providing a platform for open-ended discussion, the interviews will illuminate the underlying reasons and personal experiences that inform the quantitative data, thereby offering a more complete and holistic understanding of the research problem. This combination of methods is

particularly well-suited for a detailed case study of a single institution.

Sampling Design

For the quantitative portion of this study, a total enumeration (census) sampling method will be utilized. The entire population of 70 full-time faculty members at Initao College will be included. This approach is ideal for a case study of a specific and manageable-sized institution, as it ensures that every member of the population is surveyed, thereby eliminating sampling error and providing the most accurate representation of the entire faculty's views.

For the qualitative portion of the study, a purposive sampling method will be used to select a smaller, more focused group of participants for the semi-structured interviews. This method involves intentionally choosing individuals based on specific characteristics relevant to the research questions. The participants will be selected from those who completed the survey, ensuring a mix of diverse perspectives, such as varying years of service, academic departments, and levels of job satisfaction (e.g., both highly satisfied and less satisfied faculty). This approach ensures that the interviews provide rich, targeted insights to complement the broad quantitative findings.

Respondents

The participants in this study are the full-time faculty members of Initao College, as the research focuses specifically on this group within the institution. Part-time instructors are excluded from the study, as measuring their retention would be challenging due to the temporary and often contractual nature of their employment. By concentrating only on full-time faculty, the study ensures that job satisfaction and retention can be measured more accurately. This focus also allows for a clearer understanding of how professional backgrounds, including academic levels, years of service, and departmental affiliations, may influence faculty contentment and long-term commitment, leading to a more thorough and reliable analysis.

Table 1
Distribution of Respondents of the Study

Classification	Total	Sample
Business Administration	13	13
Hospitality Management	12	12
Elementary Education	12	12
Criminology	16	16
General Education	17	17

Research Instruments

To gather data on the relationship between faculty job satisfaction and retention at Initao College, the researchers will utilize a two-part research instrument. The primary tool will be a printed survey questionnaire, adopted and modified from the established work of Verma, S., & Kaur, G. (2024), while the second will be a set of semi-structured interview questions. This combination of instruments is designed to collect both quantifiable data and rich qualitative insights, ensuring a comprehensive investigation. The printed survey will be administered to all participants in compliance with the university's new policy for conducting research surveys.

The survey questionnaire will be divided into three sections. Part I will be designed to collect essential demographic information from the faculty, including sex, age, civil status, years of service, employment status, highest educational attainment, and department. Part II will contain a series of Likert-scale questions aimed at measuring various dimensions of job satisfaction, such as compensation, professional growth, and the work environment. Finally, Part III will consist of

questions designed to assess the faculty's intentions and feelings regarding retention at the institution.

Validity and Reliability of Instrument

The validity of the instrument was established by ensuring that the variables included in the respondents' profiles are grounded in previous empirical research. According to Loquias and Sana (2013) and Morales et al. (2024), civil status significantly influences faculty job satisfaction. Similarly, Rances (1994) identified civil status as a predictor of faculty retention. Similarly, years of service are an important factor in understanding faculty satisfaction and retention. According to Atencio (2019) and Kad tong et al. (2017), years of service are closely related to the level of job satisfaction among faculty members, thereby influencing retention. For this reason, the present study considers only civil status and years of service in the respondents' profiles to ensure that the instrument accurately measures factors directly linked to job satisfaction and retention.

Since the questionnaire used in this study was adapted from the work of Verma and Kaur (2024), there was no need for pilot testing. According to DeVellis (2017) and Creswell and Creswell (2018), when instruments are adapted from previously validated questionnaires, additional pilot testing may not be required because their reliability and validity have already been established in prior research. To further ensure contextual appropriateness, the adapted instrument was validated by a Doctor of Management, who reviewed the content for clarity, relevance, and applicability to the faculty members of Initao College.

The reliability of the instrument is thus supported by both the established validation of the original study and the expert validation conducted in the present research. These measures ensure that the instrument is valid, through alignment with established literature, and reliable, through prior statistical evidence and professional confirmation.

Data Gathering Procedure

The data gathering for this study will follow a systematic, step-by-step protocol to ensure accuracy and integrity. Initially, the researchers will secure official approval from the Initao College administration by submitting the research proposal and survey instrument for review. Once approval is granted, the printed survey questionnaire will be personally distributed to all faculty members, and a collection schedule will be set to ensure a high response rate.

After the surveys are completed, the quantitative data will be compiled and analyzed. The researchers will then conduct the semi-structured interviews with a selected group of participants to gather more in-depth qualitative data. The quantitative findings from the survey will be tallied and statistically analyzed, and the qualitative responses from the interviews will be subjected to a thematic analysis to identify key themes and patterns. To ensure the accuracy and rigor of the numerical analysis, the researchers will seek the assistance of a professional statistician. Throughout the entire process, the confidentiality and anonymity of all participants will be maintained.

Scoring Procedure

The research questionnaires will be scored using a weighted mean. A numerical value will be assigned to each response on the 4-point Likert scale: "Strongly Disagree" (1), "Disagree" (2), "Agree" (3), and "Strongly Agree" (4). The average of these values will determine the weighted mean score for each variable, which will then be interpreted using a pre-defined scale to provide meaningful descriptive ratings.

Table 1 presents the scoring framework for the job satisfaction survey questions. It defines the weighted mean score ranges, their corresponding descriptive ratings (from Strongly Disagree to Strongly Agree), and their final interpretations, which categorize the level of job satisfaction from

"Low Satisfaction" to "Very High Satisfaction."

Table 2
Scoring Procedure for Job Satisfaction

Score	Range	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very High Satisfaction
3	2.51 – 3.25	Agree	High Satisfaction
2	1.76 – 2.50	Disagree	Moderate Satisfaction
1	1.00 – 1.75	Strongly Disagree	Low Satisfaction

Table 2 outlines the scoring procedure for the faculty retention survey questions. It correlates the weighted mean score ranges with descriptive ratings and their final interpretations. A score of 3.26–4.00 indicates a "Very High Intention" for faculty to remain at the college, while a score of 1.00–1.75 signifies a "Low Intention," pointing to a high risk of turnover.

Table 3
Scoring Procedure for Retention

Score	Range	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very High Intention
3	2.51 – 3.25	Agree	High Intention
2	1.76 – 2.50	Disagree	Moderate Intention
1	1.00 – 1.75	Strongly Disagree	Low Intention

Statistical Treatment of Data

Before statistical analysis, a test for normality was conducted to determine whether a given sample or dataset follows a normal distribution, and the parametric/nonparametric test selection will be decided (Mishra et al., 2019). To conduct a test for normality, the Anderson-Darling test was used. Variables job satisfaction and faculty retention got the results of $p < 0.005$. This suggests that the data do not follow a normal distribution.

The quantitative data collected from the survey questionnaires will be analyzed using both descriptive and inferential statistics, with the data encoded into a statistical software package for efficient processing. To describe the demographic profile of the respondents and the overall levels of job satisfaction and retention, descriptive statistical tools such as frequency and percentage distribution will be employed for categorical data, while the weighted mean, mean, and standard deviation will be used to summarize the scores from the Likert scales. To test for significant differences in respondents' level of retention when faculty are grouped according to profile, the Kruskal-Wallis Test was used. Spearman's rho correlation coefficient was used to measure the strength and direction of the monotonic relationship between two variables – job satisfaction and faculty retention. Finally, to identify the significant factors and experiences that influence faculty members' decision to remain in or leave Initao College, a qualitative survey and interview were conducted.

RESULTS AND DISCUSSION

This section focuses on the presentation, analysis, and interpretation of data gathered in the study entitled "*The Impact of Job Satisfaction on Faculty Retention: A Case Study of Initao College.*" This chapter aims to systematically present the findings, providing a clear overview of the respondents' demographic profile, their level of job satisfaction, and their level of retention. Through various methods of analysis, key patterns and relationships will be identified, allowing for a deeper

understanding of the research objectives. By interpreting the results in the context of Initao College, this chapter highlights the implications and significance of the findings.

1. Describe the profile of the respondents in terms of civil status and years of service.

Table 4 presents the frequency and percentage distribution of respondents according to their civil status. The data reveal that the majority of respondents are single, accounting for 71.43 percent (50 out of 70). This indicates that more than two-thirds of the sample are unmarried individuals. Respondents who are married comprise 25.71 percent (18 out of 70), making them the second-largest group. Meanwhile, a very small proportion, 2.86 percent (2 respondents), reported belonging to the “others” category. These findings suggest that the sample is largely composed of single individuals, with a smaller yet significant representation of married respondents and minimal participation from those in other civil status categories.

Table 4
The Frequency and Percentage Distribution of the Respondents in Terms of Civil Status

Profile	Characteristics	Frequency	Percentage
Marital Status	Single	50	71.43%
	Married	18	25.71%
	Others	2	2.86%
	Total	70	100%

The predominance of single respondents suggests a youthful organizational environment where flexibility and openness to opportunities can thrive. Representing 71.43 percent of the total sample, this group highlights a workforce that is energetic, adaptable, and likely focused on personal and career growth. In contrast, married respondents account for 25.71 percent, indicating a smaller but significant portion of employees who may bring stability and long-term commitment to the organization. Meanwhile, only 2.86 percent of respondents fall under the “others” category, marking the lowest representation. This distribution reflects a workforce primarily driven by the vigor of single individuals, complemented by the stability of married employees and minimal diversity in other civil status groups.

Recent studies highlight the influence of civil status on workplace dynamics. Santos (2020) found that single employees often demonstrate higher levels of flexibility and readiness to adapt to organizational demands. Ramirez and Cruz (2021) emphasized that married employees tend to value job stability and long-term security, contributing to organizational continuity. Similarly, Herrera et al. (2022) noted that civil status diversity can strengthen collaboration, as varied life experiences bring broader perspectives and resilience. These findings align with the civil status distribution, suggesting that the organization benefits from both the adaptability of single respondents and the stability provided by married ones.

Table 5 presents the frequency and percentage distribution of respondents according to their years of service. The data reveal that the majority of respondents have been with Initao College for 1 to 3 years, accounting for 57.14 percent (40 out of 70). This indicates that more than half of the faculty members are relatively new to the institution but have already gained some experience. Respondents with 4 to 6 years of service comprise 32.86 percent (23 out of 70), making them the second-largest group and representing a more established segment of the faculty.

Meanwhile, 7.14 percent (5 respondents) reported having served for less than one year, while only 2.86 percent (2 respondents) indicated a tenure of 6 years or more, marking the smallest representation. These findings suggest that the faculty profile at Initao College is predominantly mid-tenured, with fewer long-serving members, which may have implications for job satisfaction and retention strategies.

Table 5
The Frequency and Percentage Distribution of the Respondents in Terms of Years of Service

Profile	Characteristics	Frequency	Percentage
Years of Service	Less than 1 year	5	7.14
	1-3 years	40	57.14
	4-6 years	23	32.86
	6 years above	2	2.86
	Total	70	100

Most of the respondents have 1 to 3 years of service (57.14 percent), indicating that the faculty composition is largely made up of early-career members who are still in the formative stages of their professional journey. A considerable share, 32.86 percent, have been with the institution for 4 to 6 years, showing a group that has gained moderate experience and stability. Only 7.14 percent reported having less than one year of service, suggesting a small proportion of new hires are still adjusting to the work environment. Meanwhile, those with 6 years or above account for just 2.86 percent, representing the smallest group in terms of long-term tenure.

This distribution reflects a workforce that leans toward early to mid-level service, with fewer long-serving employees, pointing to both opportunities for growth and challenges in sustaining long-term retention. Previous research highlights that employees within their first three years of service often exhibit higher turnover intentions, as they are still exploring career paths and organizational fit (Garcia & Torres, 2020). Conversely, mid-level employees with 4 to 6 years of service contribute to organizational stability, as they are more likely to have developed stronger commitment and professional identity (Lopez & Fernandez, 2021). However, the minimal representation of those with over six years suggests potential concerns regarding long-term retention, aligning with findings by Rivera et al. (2022), who emphasize that institutions must strengthen job satisfaction factors to retain experienced faculty members.

2. Determine the level of job satisfaction of the faculty in terms of compensation and benefits, professional growth and development, and work environment and support.

Table 6
Level of Job Satisfaction in Terms of Compensation and Benefits

Items	Mean	SD	Description	Interpretation
My salary is fair and competitive considering my workload and responsibilities.	2.40	0.97	Disagree	Moderate Satisfaction
I receive regular salary increases or adjustments that reflect my performance and experience.	2.30	0.84	Disagree	Moderate Satisfaction
The benefits provided by the college (e.g., incentives, allowances, leave benefits) are satisfactory.	2.17	0.93	Disagree	Moderate Satisfaction
I feel financially motivated to continue working at Initao College.	2.33	0.77	Disagree	Moderate Satisfaction
Overall Mean	2.30	0.88	Disagree	Moderate Satisfaction

Legend: 1.00-1.75 Strongly Disagree (Low Satisfaction), 1.76-2.50 Disagree (Moderate Satisfaction), 2.51-3.25 Agree (High Satisfaction), 3.26-4.00 Strongly Agree (Very High Satisfaction)

Table 6 presents the level of job satisfaction of faculty members in terms of compensation and benefits. The overall mean score of 2.30 (SD = 0.88) indicates a moderate level of satisfaction, suggesting that faculty members generally feel dissatisfied with their salaries, benefits, and financial motivation,

though not at the lowest level. The lowest satisfaction is observed in the item on benefits provided by the college ($M = 2.17$, $SD = 0.51$), while relatively higher satisfaction is noted in salary fairness ($M = 2.40$, $SD = 0.56$).

The results suggest that while faculty members perceive their compensation and financial motivation at Initao College as moderately satisfying, they express the least satisfaction with the benefits provided by the institution. This aligns with the findings of Ng and Feldman (2014), who emphasized that dissatisfaction with compensation and benefits is a critical factor influencing job satisfaction and retention. Similarly, Aydogdu and Asikgil (2011) note that financial rewards, though not the sole motivator, remain an essential determinant of faculty commitment and willingness to stay in an institution. The relatively low satisfaction in this dimension indicates that improvements in benefits and incentive systems could significantly enhance overall job satisfaction and retention.

Table 7 presents the level of job satisfaction of faculty members in terms of professional growth and development. The overall mean score of 2.48 ($SD = 0.85$) indicates a moderate level of satisfaction, showing that while faculty members acknowledge some institutional support, their overall experience falls short of high satisfaction. Among the items, the highest mean is observed in the statement “The administration encourages faculty participation in conferences, research, or community extension” ($M = 2.67$, $SD = 0.63$), which corresponds to a rating of high satisfaction. In contrast, the lowest mean is reflected in “I have access to resources that help me improve my teaching and research” ($M = 2.39$, $SD = 0.56$), which falls under moderate satisfaction..

Table 7
Level of Job Satisfaction in Terms of Professional Growth and Development

Items	Mean	SD	Description	Interpretation
I am provided with opportunities for training, seminars, and workshops.	2.40	0.89	Disagree	Moderate Satisfaction
The college supports my professional development and career advancement.	2.44	0.85	Disagree	Moderate Satisfaction
I have access to resources that help me improve my teaching and research.	2.39	0.82	Disagree	Moderate Satisfaction
The administration encourages faculty participation in conferences, research, or community extension.	2.67	0.83	Agree	High Satisfaction
Overall Mean	2.48	0.85	Disagree	Moderate Satisfaction

Legend: 1.00-1.75 Strongly Disagree (Low Satisfaction), 1.76-2.50 Disagree (Moderate Satisfaction), 2.51-3.25 Agree (High Satisfaction), 3.26-4.00 Strongly Agree (Very High Satisfaction)

These results imply that while faculty members value institutional support for participation in academic and professional activities, they feel less satisfied with the availability of resources and opportunities that directly enhance their teaching and research capacities. This aligns with the findings of Mahmood et al. (2019), who emphasized that professional development opportunities significantly contribute to employee satisfaction and institutional loyalty. Similarly, Bozionelos et al. (2016) found that the lack of adequate resources and training opportunities often hinders faculty performance and long-term retention. Thus, while Initao College demonstrates efforts to encourage faculty engagement in external professional activities, improvements in internal support systems and resources are needed to fully strengthen professional growth and satisfaction.

Table 8 presents the level of job satisfaction of faculty members in terms of work environment and support. The overall mean score of 2.23 ($SD = 0.85$) indicates a moderate level of satisfaction, suggesting that while faculty members benefit from some positive aspects of their work environment, several concerns remain. The highest mean is observed in the item “There is a spirit of cooperation

and collegiality among faculty members” ($M = 2.57$, $SD = 0.60$), which corresponds to high satisfaction, while the lowest mean is found in “The physical working environment (e.g., classrooms, office space, facilities) is conducive to productivity” ($M = 1.83$, $SD = 0.43$), which reflects moderate satisfaction.

Table 8
Level of Job Satisfaction in Terms of Work Environment and Support

Items	Mean	SD	Description	Interpretation
My workload is reasonable and allows me to balance teaching, research, and personal life.	2.37	0.82	Disagree	Moderate Satisfaction
I receive constructive feedback and a fair evaluation from my immediate supervisor.	2.49	0.88	Disagree	Moderate Satisfaction
There is a spirit of cooperation and collegiality among faculty members.	2.57	0.84	Agree	High Satisfaction
The administration communicates openly and listens to faculty concerns.	1.97	0.90	Disagree	Moderate Satisfaction
I feel valued and appreciated for my contributions to the college.	2.17	0.80	Disagree	Moderate Satisfaction
The physical working environment (e.g., classrooms, office space, facilities) is conducive to productivity.	1.83	0.82	Disagree	Moderate Satisfaction
Overall Mean	2.23	0.84	Disagree	Moderate Satisfaction

Legend: 1.00-1.75 Strongly Disagree (Low Satisfaction), 1.76-2.50 Disagree (Moderate Satisfaction), 2.51-3.25 Agree (High Satisfaction), 3.26-4.00 Strongly Agree (Very High Satisfaction)

These findings suggest that faculty members value the collegiality and support from their peers, which enhances their job satisfaction and sense of belonging within the institution. However, concerns remain regarding the adequacy of physical resources and facilities, which may limit their ability to perform their duties effectively. This aligns with the study of Khan et al. (2019), who emphasized that supportive peer relationships significantly contribute to job satisfaction and organizational commitment. Likewise, Abun et al. (2021) highlighted that while interpersonal support fosters retention, inadequate facilities can negatively affect both job performance and long-term satisfaction. Thus, the results indicate that Initao College benefits from a strong collaborative culture but must strengthen its investment in infrastructure and teaching resources to sustain faculty satisfaction and retention.

3. Assess the level of faculty retention at Initao College based on their intention to stay, loyalty, and overall satisfaction with their work.

Table 9 presents the level of faculty retention at Initao College as measured through intention to stay, loyalty, and overall satisfaction with work. The overall mean score of 2.50 ($SD = 0.87$) indicates a moderate level of intention to stay, suggesting that while faculty members are somewhat committed, their retention is conditional.

The highest mean is reflected in the item “I would only leave the college if offered a significantly better opportunity elsewhere” ($M = 3.04$, $SD = 0.71$), which corresponds to high intention. In contrast, the lowest mean is found in “The stability and job security provided by Initao College influenced my decision to stay” ($M = 2.29$, $SD = 0.54$), which reflects moderate intention.

The data reveal that faculty members expressed high intention in areas such as their willingness to continue working at the college, conditional commitment to stay unless offered a better opportunity,

their belief that choosing Initao College was the right decision, and motivation to remain because of positive relationships with colleagues and administrators. On the other hand, moderate intention was observed in recommending the college as a workplace, sense of loyalty and belonging, perception of a long-term career, job stability, reduced thoughts of leaving, and recognition and support from the institution.

Table 9
Level of Faculty Retention

Items	Mean	SD	Description	Interpretation
I intend to continue working at Initao College for the next few years.	2.64	0.80	Agree	High Intention
I would recommend Initao College as a good place to work.	2.30	0.86	Disagree	Moderate Intention
I feel a strong sense of loyalty and belonging to Initao College.	2.36	0.87	Disagree	Moderate Intention
I would only leave the college if offered a significantly better opportunity elsewhere.	3.04	0.89	Agree	High Intention
Deciding to work at Initao College was the right choice for me.	2.64	0.78	Agree	High Intention
I see myself building a long-term career at Initao College.	2.39	0.86	Disagree	Moderate Intention
I am motivated to stay because of the positive relationships I have with colleagues and administrators.	2.53	0.81	Agree	High Intention
The stability and job security provided by Initao College influenced my decision to stay.	2.29	0.87	Disagree	Moderate Intention
I rarely think about searching for another job outside Initao College.	2.49	0.83	Disagree	Moderate Intention
The recognition and support I receive from the institution encourage me to remain employed here.	2.34	0.87	Disagree	Moderate Intention
Overall Mean	2.50	0.84	Disagree	Moderate Satisfaction

Legend: 1.00-1.75 Strongly Disagree (Low Satisfaction), 1.76-2.50 Disagree (Moderate Satisfaction), 2.51-3.25 Agree (High Satisfaction), 3.26-4.00 Strongly Agree (Very High Satisfaction)

These findings align with previous studies, which emphasize that interpersonal relationships, organizational commitment, and career satisfaction are key factors in retaining faculty members (Nguyen, 2020; Kim & Fernandez, 2017). Similarly, research highlights that recognition, institutional support, and career advancement opportunities are crucial in building long-term loyalty and minimizing turnover intentions (Erdogan & Bauer, 2021; Mowday, Porter, & Steers, 2013). Thus, while the results indicate moderate to high retention, strengthening institutional support and career pathways remains essential for sustainable faculty retention.

4. Is there a significant difference in the faculty's level of retention when grouped according to profile?

Using the Kruskal-Wallis Test, Table 10 illustrates the test of the difference in the faculty's level of retention when grouped according to profile.

The findings revealed that there is no significant difference in faculty retention when grouped according to marital status and years of service ($p\text{-value} > 0.05$). This suggests that demographic

factors, including faculty members' marital status and length of service, have no significant impact on their likelihood of staying at Initao College.

Table 10
Faculty's Level of Retention when Grouped According to Profile

Profile	P-Value	Interpretation
Marital Status	0.617	Failed to reject
Years of Service	0.218	Failed to reject

Legend: Significant at $p < 0.05$.

A study of rewards and faculty turnover in business schools in Colombia found that while satisfaction with rewards (extrinsic and intrinsic) significantly predicted faculty intention to stay, seniority (similar to years of service) did not moderate this relationship (Hoyos & Serna, 2021). Additionally, research in Bangladesh showed that salary & benefits, work environment, and career growth were among the major factors influencing retention, more so than demographic variables (Akter, 2023).

This means that retention is not strongly tied to fixed profile attributes among the faculty. Instead, it implies that other factors, such as the quality of compensation and benefits, opportunities for professional growth, and the work environment and support, play a more critical role in determining whether faculty stay or leave.

5. Is there a significant relationship between job satisfaction and faculty retention?

Using Spearman's rho Correlation Coefficient, Table 11 presents the test of the relationship between the factors of job satisfaction and faculty retention among respondents.

Table 11
Test of Significant Relationship Between Job Satisfaction and Faculty Retention

Job Satisfaction	Faculty Retention		
	<i>r-value</i>	<i>p-value</i>	<i>Decision on Ho</i>
Compensation and Benefits	0.616	0.000	Reject
Professional Growth and Development	0.657	0.000	Reject
Work Environment and Support	0.791	0.000	Reject
Overall Measure	0.771	0.000	Reject

Legend: Significant if $p\text{-value} < 0.05$

Ho is rejected if significant

Ho is accepted if not significant

Table 11 showed the test of the relationship between the factors of job satisfaction and faculty retention among respondents. Using Spearman rho correlation analysis, the factors of job satisfaction were individually tested for a linear relationship to faculty retention. Using a confidence level of 95%, we obtain the following results: all three factors of job satisfaction have a p-value lower than 0.05 for faculty retention, which rejects the null hypothesis. Results revealed a significant correlation between job satisfaction and faculty retention.

The findings suggest that as faculty members perceive higher satisfaction with their compensation, career development opportunities, and workplace support, their likelihood of remaining in the institution increases. This finding underscores the importance of addressing both extrinsic and intrinsic aspects of job satisfaction to reduce turnover.

These results are consistent with the study of Alrawahi et al. (2020), which emphasized that supportive work environments and professional growth opportunities significantly enhance employee retention, especially in academic institutions. Similarly, a study in higher education settings by Winarno et al.

(2021) highlighted that adequate compensation and recognition of faculty contributions are critical drivers of long-term commitment. More recently, Adu et al. (2022) found that retention is strongly influenced by faculty satisfaction with benefits and opportunities for career advancement, reinforcing the idea that institutions must prioritize these areas to maintain stability in their workforce.

6. Identify the significant factors and experiences that influence faculty members' decision to stay or leave Initao College, as revealed through both survey responses and interviews.

The researcher included some open-ended questions at the end of the survey that allowed the participant to explain, expound, or add additional inputs that may not have been covered in the survey. This question seeks to identify the significant factors and experiences that influence faculty members' decisions to stay or leave Initao College.

Categorized Responses on Factors that Influence Faculty Members' Decision to Stay:

1. The relationship or friendship built with fellow faculty
2. Motivated by the students (fulfillment in teaching)
3. Location and accessibility
4. Salary
5. Career stability
6. Debt

Categorized Responses on Factors that Influence Faculty Members' Decision to Leave:

1. Toxic management (unfairness, lack of communication)
2. Lacking facilities and resources (not conducive to teaching and learning)
3. Feeling of career stagnation
4. Feeling not valued and disregarded efforts

The qualitative responses provided by the faculty members shed deeper insight into the factors influencing their decision to either stay or leave Initao College.

On the side of staying, several respondents highlighted the relationships and friendships with colleagues as a key factor, reflecting the role of collegiality and supportive professional communities in fostering retention. Recent studies confirm that positive workplace relationships enhance belongingness and reduce turnover (Bajrami et al., 2021). Faculty also expressed that they were motivated by students and fulfilled through teaching, showing that intrinsic rewards such as making an impact on learners remain a central driver of job satisfaction (Alrawahi et al., 2020). Moreover, location and accessibility were identified as practical considerations, especially in local institutions where proximity reduces stress and strengthens commitment. Salary and career stability were also cited, aligning with Adu et al. (2022), who emphasized that financial security and job permanency are strong predictors of retention in higher education. Interestingly, some respondents mentioned debt obligations as a reason to remain employed, which indicates that financial necessity can also tie faculty to their jobs, even if other conditions are less favorable.

Conversely, factors pushing faculty to leave centered on workplace and organizational challenges. A number of respondents noted toxic management practices, including unfair treatment and lack of communication, which erode trust and diminish commitment. This aligns with the findings of Winarno et al. (2021), who reported that ineffective leadership and poor organizational communication are significant predictors of turnover. Another recurring issue was lacking facilities and resources, which hinder effective teaching and create frustration—consistent with Adu et al. (2022), who stressed that inadequate resources directly affect both faculty performance and job satisfaction. Respondents also cited the feeling of career stagnation, reflecting the absence of opportunities for growth and advancement, a factor widely recognized as a driver of turnover (Bibi et al., 2020). Lastly, some faculty

expressed a sense of being undervalued and unrecognized, echoing findings that recognition and appreciation are crucial for employee motivation and retention (Alrawahi et al., 2020).

Overall, these responses illustrate that while relationships, intrinsic motivation, and stability encourage faculty to stay, toxic management, lack of resources, and unmet professional growth needs remain major risks for faculty attrition at Initao College.

CONCLUSION

This study explored the impact of job satisfaction on faculty retention among full-time faculty members of Initao College. Findings revealed that respondents demonstrated a moderate level of job satisfaction across the three dimensions—compensation and benefits, professional growth and development, and work environment and support—and a corresponding moderate level of retention. Statistical tests indicated that marital status and years of service had no significant effect on retention, suggesting that faculty retention is not shaped by demographic characteristics but rather by workplace-related factors.

The study further established a significant positive correlation between job satisfaction and faculty retention ($p < 0.05$). This means that as satisfaction with compensation, professional growth, and workplace support increases, so does the likelihood that faculty members will remain with the institution. These findings affirm that enhancing job satisfaction is a crucial determinant of retention within higher education institutions.

Qualitative insights supported the quantitative results, showing that positive peer relationships, student motivation, career stability, and sense of belonging encourage faculty members to stay, while toxic management, lack of resources, limited growth opportunities, and feeling undervalued contribute to turnover intentions.

Given these results, it is concluded that Initao College should prioritize institutional reforms that strengthen job satisfaction to sustain an engaged and committed faculty. Specifically, the administration is encouraged to enhance compensation and benefits packages to ensure fairness and competitiveness, as financial satisfaction remains a core factor in faculty commitment (Winarno et al., 2021). The college should also expand professional development opportunities, such as training, research grants, and academic advancement programs, to foster career growth and motivation (Adu et al., 2022). Moreover, improving workplace conditions through transparent communication, recognition programs, and investment in modern facilities is essential to creating a supportive and collegial environment (Alrawahi et al., 2020).

Finally, leadership plays a pivotal role in shaping satisfaction and retention. Hence, training institutional leaders and program heads in effective management and communication is strongly recommended to minimize issues related to unfairness and lack of support. By implementing these measures, Initao College can foster a workplace culture that values its educators, strengthens loyalty, and contributes to long-term institutional stability and excellence.

This study underscores that faculty retention is deeply rooted in job satisfaction rather than demographic differences. When educators feel valued, supported, and given opportunities to grow, they are more likely to remain loyal and engaged. Thus, a satisfied faculty is the cornerstone of institutional stability and educational excellence. By continuously nurturing its people through fair compensation, meaningful development, and a healthy work environment, Initao College can sustain a motivated academic community that drives its mission forward.

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