



Employment Status as the Primary Predictor of Faculty Retention: A Quantitative Study in a Local Philippine College

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Received 18/11/2025

Revised 15/12/2025

Accepted 27/12/2025

Abstract

Background and Aim: Local colleges continued to struggle with faculty retention because of institutional factors and their reliance on contractual or job-order instructors with limited job security. This study examined faculty retention in a local college by identifying the factors influencing faculty members' intention to stay.

Materials and Methods: A quantitative causal-comparative design was used, with survey data from 43 faculty members, and the data were analyzed using descriptive and inferential statistical procedures.

Results: The results showed significant, strong, positive relationships between organizational ($r = 0.706, p < .001$) and institutional ($\rho = 0.676, p < .001$) factors and faculty retention. Regression analysis revealed that employment status was the only significant predictor of retention ($B = 0.5616, p = 0.003$), underscoring the importance of a stable job. When grouped by years of service or educational attainment, retention did not differ significantly.

Conclusion: According to these results, job security remains the most important factor influencing faculty members' intention to stay at a local college, even though leadership practices and institutional support also play a role in faculty retention dynamics. Enhancing workload management and fortifying regularization procedures could promote institutional continuity and increase faculty stability.

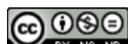
Keywords: Faculty retention; Job Security; Employment status; Local Colleges; Organizational Commitment Theory; Higher Education Human Resource Management.

Introduction

The widespread use of contractual or job-order faculty is one structural condition that continues to challenge the growth of many local colleges in the Philippines. Job-order faculty members are contract instructors with limited benefits and are typically hired for teaching without security of tenure or opportunities for professional development. Structural job insecurity is seen as a liability in higher education as it hampers continuity of instruction, impedes institutional growth, and contributes to high turnover and high faculty instability. Job-order faculty have become a large percentage of the teaching force in local colleges; hence, addressing the factors that affect their intention to stay is key to the sustainable management of higher education.

The reasons for faculty retention are a shared concern in higher education, and the conditions that determine retention are significantly different in locally-funded colleges and universities from those in well-resourced private institutions. For one, local colleges in the Philippines may be hampered by restricted budgets, skeletal staff, and unestablished institutional and governance arrangements. In addition, although there is a body of research on faculty retention in universities and private higher education institutions, there have been limited empirical studies that focus specifically on job-order instructors in local colleges. The complex interface between structural job insecurity and institutional and organizational factors needs empirical attention, as it might be crucial to how it is experienced.

In addition to contractual and employment arrangements, it is crucial to look at other organizational factors such as compensation, workloads, and work status, and institutional resources such as professional development, research, mentoring, and leadership practices. Although the impact of these factors on faculty retention has been examined in the literature, the relative weight and impact of these factors on faculty members' intention to stay have not been well-studied and well-established in the context of local colleges. Tubod College in Lanao del Norte is an apt setting for this study to better understand the relationship between the structural and contextual conditions and faculty retention because of its current employment structure that is reliant on contractual employment arrangements and paucity of institutional resources.





The study is guided by Herzberg's Two-Factor Theory and the Organizational Commitment Theory. The hygiene factors identified by Herzberg, namely job security, workloads, and salary, bear resemblance to the core organizational conditions under examination in this study. Motivational factors or job condition factors identified by Herzberg, such as professional growth and recognition, are related to the idea of opportunities for advancement and growth and recognition (Herzberg et al., 1959). The Organizational Commitment Theory was used as a conceptual framework as it can explain how the underlying job conditions, institutional supports and practices, and leadership practices can underpin or undermine affective, continuance, and normative commitment (Meyer & Allen, 1991). Both theories can help make sense of the role of employment status on faculty commitment.

This study aims to provide insight into the factors that influence faculty intention to stay by highlighting the structural problem of job insecurity and placing it within larger institutional and organizational contexts. Finding the elements that have a major impact on faculty retention at Tubod College—with a focus on the part that employment status plays—and providing evidence-based suggestions that can promote faculty sustainability and institutional stability in local colleges are the purposes of this study.

Objectives

General Objective: Examine the determinants of faculty retention in local colleges by analyzing demographic, professional, organizational, and institutional factors, and develop evidence-based strategies and policy recommendations that will strengthen faculty retention.

Specific Objectives:

1. Describe the demographic and professional characteristics of faculty members in local colleges
2. Determine the extent to which organizational factors influence faculty members' decision to stay in or leave local colleges.
3. Determine the significance of the relationship between institutional support systems, leadership practices, and faculty retention in local colleges.
4. Evaluate the role of institutional support systems, such as training, mentoring, and research opportunities, in faculty retention.
5. Propose strategies and policy recommendations that can improve faculty retention in local colleges.

Literature review

In higher education, faculty retention has been a recurring issue because it directly impacts student learning outcomes, institutional stability, and teaching quality. Smaller, locally supported colleges operate under more limited constraints, even though large universities frequently retain teachers through competitive salaries, structured career paths, and extensive professional development programs. According to research, these institutions often deal with erratic funding, scarce resources, and unclear employment contracts, all of which increase teacher turnover (Saldevia & Pedroso, 2025). This structural vulnerability creates an environment where improving faculty retention is not merely a managerial preference but a critical institutional necessity.

Herzberg's Two-Factor Theory offers a clear and crucial lens for understanding professor retention in nearby colleges, given this particular work environment. According to Herzberg, hygiene considerations include job security, pay, and working environment. These are fundamental needs that, if unaddressed, lead to discontent and employee turnover. Job security is an essential hygiene feature that is unmet mainly at local universities, as the majority of academic members hold contractual or job-order roles without tenure or long-term benefits. The severity of the retention dilemma is made clear by this early theoretical placement: contractual arrangements in organizations with limited resources inevitably lead to instability and discontent. It also provides a theoretical explanation for why, according to the study's regression results, employment status should be the best indicator of intention to stay.





The literature consistently indicates that workload and compensation are key organizational factors in retention, along with job security. According to studies conducted in small private higher education institutions (Rellora, 2025), unfair compensation practices exacerbate faculty discontent, provide few career growth prospects, and result in an overwhelming workload. Heavy workloads and precarious contracts also increase burnout and intentions to leave, according to research conducted at regional public colleges (Lazona & Salabao, 2025). These results support Herzberg's assertion that inadequate hygiene variables, specifically workload imbalance and job instability, hinder faculty retention and commitment. Pay, workload, and employment status—the organizational variables operationalized in this study—all fall within this theoretical category.

The literature nevertheless points out that employment circumstances are not the only factor affecting retention. Institutional factors, including training, research opportunities, mentorship, and leadership styles, greatly influence faculty involvement and organizational loyalty. Research indicates that leaders who engage in collaborative decision-making, fairness, and transparency encourage greater faculty commitment (Young et al., 2022). Professional development activities and mentoring programs improve work happiness, particularly for teachers in early career stages (Pedro & Dioso, 2024). These results are consistent with the Organizational Commitment Theory of Meyer and Allen, which states that when institutional support fosters a sense of belonging, trust, and professional value, employees develop affective, continuance, and normative commitment. Thus, the institutional elements in this study provide a multifaceted perspective on teacher retention by aligning with strategies that foster commitment and address Herzberg's hygiene factors.

The study's conceptual logic is strengthened by incorporating both theories earlier in the review. Organizational Commitment Theory explains how supportive institutional structures can reduce or even eliminate discontent, while Herzberg explains why dissatisfaction arises in structurally limited environments. This dual-theoretical foundation justifies the distinction between institutional variables (support mechanisms) and organizational factors (employment-related conditions). More importantly, positioning the theories immediately after the contextual discussion clarifies that the retention crisis in local colleges is structurally rooted in unmet hygiene factors—particularly job security—and that institutional support can influence but not fully compensate for these deficiencies.

This theoretical integration directly shapes the understanding of the Philippine local college context. Due to reliance on local government funding, locally funded colleges often experience inconsistent compensation systems, limited benefits, and heavy dependence on job-order employment. These conditions increase faculty turnover and employment instability. Despite these realities, empirical research on faculty retention in locally supported colleges remains limited, with most studies concentrating on state or private universities.

Consequently, the literature reveals several critical gaps: limited empirical focus on locally supported institutions, insufficient analysis of job-order faculty as a distinct employment group, and weak integration of organizational and institutional factors within a unified analytical framework. Addressing these gaps, the present study examines how leadership practices, institutional support, pay, workload, and employment status influence faculty intention to remain at Tubod College. By emphasizing the structural role of job insecurity and grounding the analysis in established theoretical frameworks, this study contributes a context-sensitive and evidence-based understanding of faculty retention in local higher education institutions.

Conceptual Framework

The conceptual foundation of the study is based on two theoretical stances: Meyer and Allen's Organizational Commitment Theory and Herzberg's Two-Factor Theory, which together provide insight into the proposed correlations between the variables. Organizational factors (pay and benefits, workload, and job status) and institutional factors (leadership practices and institutional support networks) make up the two clusters of independent variables. The theoretical division between elements that promote organizational attachment and those that avert discontent is reflected in these categories.



Salary and benefits, workload, and especially employment status function as hygiene factors under Herzberg's Two-Factor Theory; their absence results in discontent and turnover even though they don't always boost motivation. In the context of locally funded Philippine universities, where the vast majority of faculty members (90.7%) are job-order employees without tenure protection, this theoretical stance is particularly significant. Theoretically, this instability predisposes job-order faculty to reduced retention since it is a fundamentally unmet hygiene element. This theoretical understanding supports the study's subsequent empirical conclusion that job status plays a key explanatory role, as it was the only significant predictor of teacher retention in the regression analysis ($B = 0.5616$, $p = 0.003$).

Organizational Commitment Theory, which recognizes affective, continuous, and normative commitment as essential elements of an individual's intention to stay in an organization, informs the Institutional Factors—leadership behaviors and institutional support structures. It is hypothesized that professional development opportunities, mentorship, and supportive leadership will increase the likelihood of retention by strengthening emotional attachment and perceived organizational support.

Years of service and educational attainment are examples of Individual Factors that are classified as Confounding Variables in the framework. These traits are included even though they aren't thought of as causal predictors because prior research has produced conflicting results on their impact on retention. By including them, the study can ascertain if professional and demographic traits may explain variations in retention. This role was supported empirically by the Kruskal-Wallis test results, which showed no discernible variations in retention between these groups, demonstrating that these factors do not obscure the primary linkages.

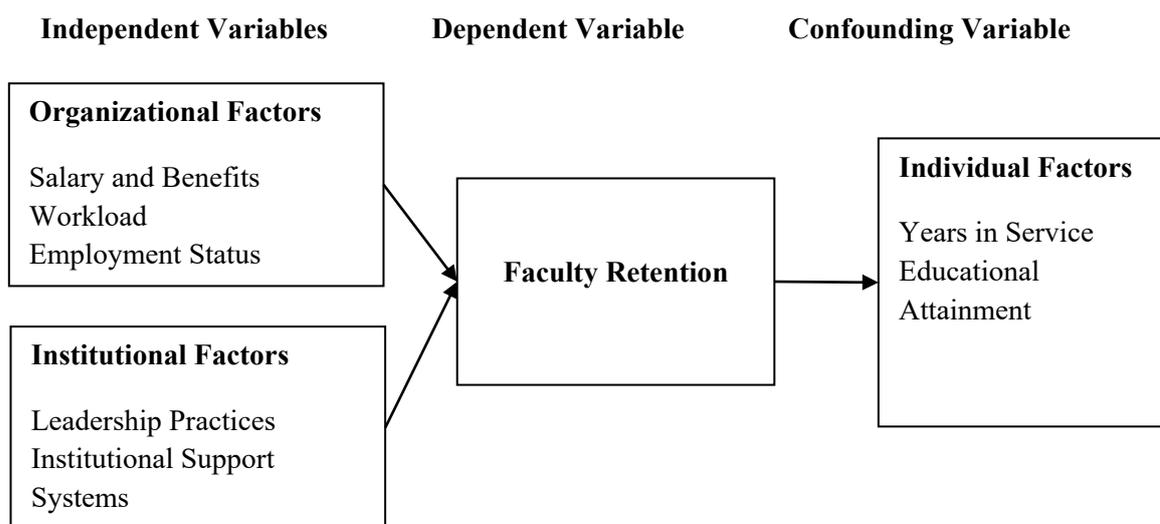


Figure 1: Conceptual Framework

The concept, which draws from the literature, asserts that institutional and organizational elements work together to affect professor retention. Still, that job status would have a significant impact on local colleges with limited resources. The vulnerability of contractual teachers, whose lack of job security erodes institutional commitment and raises turnover intention, is regularly highlighted in studies of small Philippine higher education institutions. Because job-order arrangements don't satisfy the hygienic condition of job stability, the model predicts that employment status will have the most significant impact of all the factors. Organizational Commitment Theory, which contends that institutional support and leadership practices only improve commitment once fundamental structural requirements—like stable employment—are met, supports this notion. In order to support the proposed linkages, the conceptual framework therefore connects theoretical ideas, empirical research, and the unique setting of Tubod College.



Methodology

Research Design

This study utilized a quantitative causal comparative design. The descriptive part determined the demographic and professional profile of faculty members and described the extent to which organizational and institutional factors influenced retention. The correlational aspect identified whether significant relationships or differences exist between faculty retention and selected variables such as years of service and educational attainment.

This design was appropriate because it allows the researcher to collect, quantify, and statistically analyze data to understand the determinants of faculty retention without altering existing conditions. The findings from this approach are expected to provide evidence-based insights for policy formulation and institutional improvement in local colleges.

Research Locale

The study was conducted at Tubod College, a locally funded college under the local government unit (LGU), located in Tubod, Lanao del Norte, Philippines. The institution employs a mix of regular and job-order faculty members and provides five undergraduate programs. Examining organizational and institutional factors that influence faculty retention is appropriate given the institutional context, marked by funding shortages, a heavy reliance on contractual faculty, and existing turnover concerns. Small, resource-constrained institutions remain underrepresented in retention research, creating a significant scholarly void, which is why this location was chosen.

Research Respondents

Forty-three faculty members in all were chosen at random from the institution's faculty list to take part in the study. There were 52 faculty members in total at the time of data collection, including both regular and job-order instructors. To ensure equal selection probability and prevent bias in the distribution of participants across employment categories, simple random sampling was used.

The demographics of this sample mirrored the college's real employment structure, with only 9.3% of faculty members having permanent status and 90.7% being job-order employees. This distribution supported the theoretical significance of job security as a crucial hygiene factor, as it accurately reflected the institution's staffing profile rather than a sampling artifact.

Three faculty members chose not to participate, while six were eliminated for not having served for at least one semester, yielding an 82.7% response rate.

Considerations for sample size: Although 43 is a small sample, it meets the fundamental requirements for regression analysis (about 10 responders per predictor). Although the article admits that smaller samples may lower statistical power—a constraint mentioned for transparency—the sample size is still sufficient to identify medium effects with five predictors.

Research instrument

This study used an adapted survey questionnaire derived from established instruments in faculty retention and organizational behavior research, particularly the SPHEIs Faculty Satisfaction and Retention Survey and the leadership and institutional support scales from Young et al. (2022), to measure the organizational and institutional factors influencing faculty retention. These tools were modified to fit the context of a locally funded college and aligned with Herzberg's Two-Factor Theory and Organizational Commitment Theory.

It was divided into four parts: demographics; organizational factors (salary and benefits, workload, employment status); institutional factors (leadership practices and institutional support); and faculty retention. The subscale of this instrument contained five items rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

To ensure content validity, the questionnaire was reviewed by experts and pilot-tested with ten faculty members from another local college, resulting in minor item refinements. Reliability analysis using Cronbach's alpha revealed that all subscales had good to excellent internal consistency, meeting the acceptable criterion of $\alpha \geq .70$. The instrument's usefulness for evaluating the factors influencing faculty retention in the study environment is supported by its structure and reliability.

Statistical Treatment





Statistical techniques aligned with the study's goals and the measurement characteristics of the variables were used to analyze the data. Organizational and institutional factors were described, and demographic characteristics were summarized using descriptive statistics (frequencies, percentages, means, and standard deviations). Normality was evaluated using histograms and the Shapiro-Wilk test before inferential testing.

Based on distributional assumptions, correlation analyses were chosen to assess relationships among variables. Since the organizational factor scores were normally distributed, Pearson's *r* was used to examine the relationship between organizational factors and faculty retention. On the other hand, because the institutional factor scores did not meet normality assumptions, Spearman's *rho* was used to examine the association between institutional variables and faculty retention.

The Kruskal–Wallis test, a nonparametric alternative to ANOVA used when the normality or homogeneity-of-variance assumptions are violated, was used to evaluate differences in faculty retention by years of service and educational attainment. Multiple linear regression was used to determine which institutional and organizational factors strongly predicted retention. Before interpreting the model, the regression assumptions were reviewed, including linearity, multicollinearity (as verified by VIF), and homoscedasticity (assessed by residual plots and the Breusch–Pagan test). Standardized beta coefficients, confidence intervals, and DCAPDCAPnR-squared were presented in the regression findings to show model strength and effect sizes.

JAMOVI software was used for all analyses, and the threshold for statistical significance was set at 0.05.

Ethical Considerations

The study adhered to ethical research standards. A formal request letter was sent to Tubod College's school president before data collection, and permission to carry out the study was approved. All participants were informed of the study's purpose, procedures, and their rights, and written informed consent was obtained. Participation was voluntary, and informed consent was obtained from all respondents. Data confidentiality and anonymity were strictly observed, and the collected information was used solely for academic purposes.

Results

Table 1 Respondents Profile

	Profile	Frequency	Percent
Age	21 – 25	8	18.6
	26 – 30	21	48.8
	31 – 35	10	23.3
	36 – 40	0	0
	40 and above	4	9.3
Gender	Male	16	37.2
	Female	25	58.1
	Prefer not to say	2	4.7
Years of Service	Less than 1 year	16	37.2
	1 – 3 years	23	53.5
	4 – 6 years	3	7.0
	7 -10 years	1	2.3
	More than 10 years	0	0
Highest Educational Attainment	Bachelor's	7	16.3
	Master's (units)	22	51.2
	Master's (completed)	8	18.6
	Doctorate (units)	6	14.0
	Doctorate (completed)	0	0
Employment Status	Regular/Permanent	4	9.3





Profile	Frequency	Percent
Contractual	0	0
Job Order	39	90.7

Table 1 shows the demographic profile of the 43 faculty members who participated in the study. Nearly half of the respondents (48.8%) were between 26 and 30, and 23.3% were between 31 and 35, indicating a relatively young faculty. 58.1% of respondents identified as female, 37.2% as male, and 4.7% chose not to reveal their gender.

Additionally, the respondents reported having worked for the organization for a short period. The faculty profile was primarily early-career, with over one-third (37.2%) having less than a year of service and 53.5% having one to three years. In terms of educational attainment, the majority of faculty members (51.2%) had completed master's degree units, followed by those who had started doctoral studies (14.0%) or completed a master's degree (18.6%); none had completed a PhD.

One noteworthy conclusion concerns employment status: 90.7% of respondents were job-order faculty, while just 9.3% were regular or permanent employees. This confirms the institution's heavy reliance on non-permanent appointments, which is essential to interpreting retention results in this study and is consistent with the context of locally funded institutions.

Table 2: Extent of organizational factors in shaping faculty members' decision to stay in or leave local colleges

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Salary and Benefits	2.00	4.60	3.36	0.688	Moderate
Workload	2.00	5.00	3.60	0.695	High
Employment Status	1.80	4.80	3.68	0.711	High
Extent of Organizational Factors (total)	2.13	4.67	3.55	0.592	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

The respondents' perceptions of the organizational factors that influenced their decision to remain at the institution or leave are shown in Table 2. With an overall mean score of 3.55 (SD = 0.59) on organizational variables, respondents tended to believe that these factors influenced their retention decisions.

Employment status received the highest average rating of all components (M = 3.68, SD = 0.71), indicating that respondents tended to consider work stability when deciding whether to stay. Additionally, workload got a comparatively high degree of agreement (M = 3.60, SD = 0.70), suggesting that assigned responsibilities and teaching load were viewed as significant factors. Salary and benefits, on the other hand, obtained a relatively lower mean score (M = 3.36, SD = 0.69), indicating more neutral or variable assessments of remuneration as a determinant in their decision to stay.

Although these descriptive results demonstrate broad trends in respondents' perceptions, they should be regarded as preliminary patterns that will be further investigated through inferential analysis and do not imply statistical significance.





Table 3: Extent of institutional factors in shaping faculty members' decision to stay in or leave local colleges

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Leadership Practices	1.80	4.60	3.58	0.686	High
Institutional Support Systems	2.20	5.00	3.83	0.758	High
Extent of Institutional Factors (total)	2.20	4.70	3.70	0.673	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

The respondents' perceptions of institutional factors are shown in Table 3. According to the overall mean score of 3.70 (SD = 0.67), most respondents believed that institutional conditions influenced their retention decisions.

The highest score (M = 3.83, SD = 0.76) was institutional support systems, indicating that respondents generally agreed that opportunities for professional development, training, and mentoring influenced their decision to stay. Positive ratings were also given to leadership practices (M = 3.58, SD = 0.69), suggesting that respondents considered transparent and encouraging leadership important for addressing their retention concerns.

Similar to organizational factors, these descriptive data show patterns among the respondents but do not establish statistical significance unless examined using regression and correlation analyses, as discussed in the following sections.

Table 4: Level of faculty retention among the faculty members

Variables	Min	Max	Mean	SD	Qualitative Interpretation
Faculty Retention	2.20	5.00	3.51	0.704	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

The respondents' ratings on the faculty retention scale are presented in Table 4. The overall mean score of 3.51 (SD = 0.704) indicates that respondents generally expressed **moderate to favorable intentions to remain** at the institution. This reflects attitudes and perceptions related to staying rather than actual retention behavior, as the instrument measures self-reported intention rather than longitudinal employment outcomes.

A mean of 3.51 suggests that faculty members agreed with statements reflecting a willingness to continue working at the college. This, however, does not imply that future retention will be confirmed. Therefore, rather than definitive or observed retention patterns, the results should be taken as reflecting good retention attitudes. Tracking employment records over time would be necessary to draw any conclusions regarding actual retention, which is outside the purview of this research.

Table 5: Relationship between the organizational factors and faculty retention

Variable	Correlation Coefficient (Pearson's)	Effect size	p-value	Remarks
Organizational factors and faculty retention	0.706	Strong	< 0.001*	Significant

*Correlation is significant at the 0.05 level





Table 6: Relationship between the institutional factors and faculty retention

Variable	Correlation Coefficient (Spearman's rho)	Effect size	p-value	Remarks
Institutional factors and faculty retention	0.676	Strong	< 0.001*	Significant

*Correlation is significant at the 0.05 level

The relationships between institutional and organizational factors and faculty retention are shown in Tables 5 and 6. The Shapiro-Wilk test was used to assess normality before selecting appropriate correlation tests. Pearson's r was used because the organizational factor scores met the normality assumptions. Organizational factors and faculty retention were shown to be strongly positively correlated ($r = 0.706$, $p < .001$). Although no causal inferences can be made, this suggests that respondents who gave organizational factors higher ratings also tended to express stronger inclinations to stay.

On the other hand, since the institutional factor scores did not meet normality criteria, Spearman's rho was used. Additionally, the analysis revealed a substantial positive association ($\rho = 0.676$, $p < .001$), indicating that stronger retention intentions were typically associated with more positive views of institutional support and leadership practices.

Although these correlations show stable positive relationships between the two sets of determinants, they are associations rather than influences. Future analyses would benefit from reporting partial correlations that account for important demographic variables because employment status is closely associated with retention and may muddle other connections.

Table 7: The difference between Faculty Retention when grouped according to Years of Service and Educational Attainment

Variable	χ^2	df	p	Remark
Difference in faculty retention when grouped according to years of service	1.93	3	0.586	Not Significant
Difference in faculty retention when grouped according to Educational Attainment	0.563	3	0.131	Not Significant

Note. χ^2 = chi-square test statistic; df = degrees of freedom

The Kruskal–Wallis test results examining whether faculty retention scores differed by years of service and educational attainment are presented in Table 7. Retention scores did not meet the assumptions required for ANOVA; thus, the non-parametric test was used because

The results indicated no statistically significant differences in retention across years of service, $\chi^2(3) = 1.93$, $p = .586$, or educational attainment, $\chi^2(3) = 0.563$, $p = .131$. While these findings suggest that retention intentions were similar across groups, they should be interpreted with caution. The group sizes for several categories were notably small and uneven—for example, only one respondent had 7–10 years of service, none had more than 10 years, and no respondent had completed a doctorate. Such distribution imbalances reduce the statistical power of the Kruskal–Wallis test and limit its ability to detect meaningful differences.

Thus, these non-significant results should not be taken as evidence that years of service or educational attainment have no relationship with retention, but rather as an indication that, within this sample, the available data were insufficient to identify group differences. Future research with larger and more evenly distributed samples is recommended to examine these factors more reliably.





Table 8: Factors that most significantly determine faculty retention in a local college

Independent Variables	Coefficients			p-value
	B	SE	t	
(Constant)	0.4700	0.446	1.054	0.299
Salary and Benefits	-0.0156	0.130	-0.120	0.905
Workload	0.0548	0.155	0.354	0.725
Employment Status	0.5616	0.178	3.159	0.003
Institutional Support	-0.0571	0.177	-0.323	0.749
Leadership Practices	0.2698	0.161	1.680	0.101
<i>R – squared</i> R^2			0.624	
<i>F</i>			12.3	

The multiple regression results examining the association between organizational and institutional factors and faculty retention intentions were presented in Table 8. Because the model included five predictors with only 43 cases, the analysis should be interpreted cautiously, as the low case-to-predictor ratio may reduce the stability of the estimates.

The model explained 62.4% of the variance in retention intentions ($R^2 = 0.624$; $F(5, 37) = 12.30$, $p < .001$). Of the predictors, only employment status was statistically significant ($B = 0.5616$, $SE = 0.178$, $t = 3.159$, $p = .003$). Salary and benefits, workload, institutional support, and leadership practices were not significant in this model. No stepwise selection was used; all variables were entered based on theoretical justification.

Interpretation of the employment status effect requires caution because the sample was highly unbalanced (39 job-order vs. 4 regular faculty). Thus, the finding suggests that, within this institution, faculty with more stable employment reported higher intentions to stay, but broader generalization would require larger, more balanced samples. Moreover, the outcome reflects intentions rather than actual retention behavior.

Table 9: The factor that most significantly determines faculty retention in a local college

Independent Variables	Coefficients			p-value
	B	SE	t	
(Constant)	0.720	0.3737	1.93	0.061
Employment Status	0.758	0.0997	7.60	< .001
<i>R – squared</i> R^2			0.585	
<i>F</i>			57.8	

The simple linear regression results examining employment status as a single predictor of faculty retention intentions were presented in Table 9. The model was statistically significant, $F(1, 41) = 57.80$, $p < .001$, accounting for 58.5% of the variance in retention intentions ($R^2 = .585$). Employment status had a significant positive coefficient ($B = 0.758$, $SE = 0.0997$, $t = 7.60$, $p < .001$), indicating that respondents who perceived greater employment stability tended to report stronger intentions to remain at the institution.

However, this finding must be interpreted cautiously. The employment status distribution was highly unbalanced (39 job-order and only 4 regular faculty members), meaning the regression largely





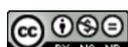
reflects differences between a very small permanent group and the majority job-order group. Thus, while employment stability appears strongly associated with retention intentions within this sample, broader conclusions require more balanced and larger samples across multiple institutions. Additionally, the outcome measured intentions, not actual retention behavior.

Discussion

The study primarily investigated the factors affecting faculty members' retention intention in a locally funded tertiary educational institution in the Philippines, specifically the local Tubod College. As the data show, organizational factors (salary, workload, and employment status) and institutional factors (leadership, mentoring, HR practices, recognition, and professional development) were highly and positively correlated with the faculty members' retention intention. However, only employment status had a statistically significant and positive effect on retention intention in all three regression models. This finding confirms previous studies that faculty in locally funded colleges and universities place job security as their primary employment concern (Rellora, 2025). The almost 91% job-order faculty composition of the study's sample, a situation also noted by Ferrer and Canape (2025), indicates that employment security is a fundamental need that must be met before other aspects of faculty members' organizational conditions become relevant to retention. These results also align well with Herzberg's two-factor theory of motivation (Herzberg et al., 1959), with job status serving as a hygiene factor influencing faculty members' organizational satisfaction and employment retention. Satisfaction with organizational conditions, or rather dissatisfaction with the opposite state, will come to play a role in retention only if faculty members have achieved a basic level of employment security. Thus, in local colleges where employment insecurity is already a standard feature of the organizational and institutional reality of the workplace, increased job satisfaction cannot compensate for the unsatisfied need for job security and eventually leads to reduced faculty retention.

Organizational variables or conditions are known to be related to faculty members' employment retention, including their salary and workload (Lazona & Salabao, 2025; Rellora, 2025). Institutional factors and leadership styles are also known to play a vital role in faculty retention, often in the form of mentoring, HR practices, recognition, and professional development opportunities that are known to improve faculty work engagement and retention (Pedro & Dioso, 2024; Young et al., 2022). However, consistent with Herzberg's two-factor theory and its Herzberg–Maier extension (Herzberg et al., 1959; Kalleberg et al., 1977), the regression analysis of the present study has shown that the statistically significant predictor of faculty retention in a local college is employment status rather than other organizational and institutional conditions. In other words, before other aspects of the faculty member's conditions in the local college begin to matter for their work engagement and retention, the need for job security has to be met first. Also, consistent with previous studies, but against Herzberg's two-factor theory, the average faculty member in the local college does not have a tenure-track employment position. It is their job-order employment status that, given its temporary nature, makes other conditions of their organizational and institutional work environment irrelevant for their retention intention.

Institutional factors were also found to be strongly associated with faculty members' retention intention. These results are in line with previous studies that have documented the value of leadership practices and institutional support for the faculty members' professional well-being (Pedro & Dioso, 2024). They also help us to understand the retention issue from the perspective of the organizational commitment theory, with leadership, mentoring, HR practices, recognition, and professional development seen as aspects of the institutional environment that influence the faculty members' sense of belonging and organizational commitment, thereby affecting retention (Meyer & Allen, 1991). However, similarly to organizational variables, institutional factors and practices were not statistically significant in predicting faculty members' retention, with only employment status having a positive and significant effect on retention in all models. This pattern of results may be explained by referring to Herzberg's two-factor theory. As this theory says, even if the faculty members are satisfied with institutional conditions, which translate into their affective and normative commitment, this satisfaction is mediated by their satisfaction with job conditions, with employment status or security seen as the most basic job condition. In other words, with 90.7% of the sample being job-order faculty, employment





status or security is the minimum expectation from the faculty members' institutional environment, and without it, all the other conditions of their work may be negatively affected, with the faculty members moving to a state of dissatisfaction with their institutional environment and, thus, leaving their jobs.

Grouping faculty members by service years and highest academic attainment, as they were expected to, did not lead to any statistically significant differences in their retention scores. These results suggest that, for the faculty members of the local college, years of service and academic attainment do not mediate the effect of institutional conditions and employment status on retention intention, unlike in previous studies (Saldevia & Pedroso, 2025). However, a word of caution must be added here: given the small size of the groups and the uneven sample sizes in some of them, the non-significant differences in the groups' retention means may not be statistically significant. On the other hand, these results fit well with the interpretation of the main findings above that the primary concern of faculty members is their lack of job security, which local colleges like the one in the present study are unable to provide because of the nature of their institutional status as locally funded tertiary institutions.

In conclusion, the results of the study have shown that organizational and institutional variables affect faculty members' retention intention positively and significantly. However, they also revealed that only employment status or job security has a statistically significant and positive effect on retention. The interpretation of these results has built on Herzberg's two-factor theory of motivation as well as previous studies of faculty retention to show that the critical factor for faculty retention in a local college is their employment status in the institutional environment of that college. This result, given its significance for local colleges in the Philippines, is an important contribution of this research.

Knowledge Contribution

This study establishes a central and novel contribution to the literature on faculty retention in local colleges: employment status is the only significant predictor of retention intention ($B = 0.5616$, $p = .003$). This finding directly confirms the assumption that in resource-constrained and contract-dependent institutions, structural factors such as job security outweigh other organizational and institutional variables. Whereas prior studies often highlight multiple contributors to retention, the present research demonstrates that in a workforce where 90.7% of faculty are job-order employees, the absence of tenure and stable employment becomes the dominant condition shaping retention intentions. This finding fills a gap in existing literature by empirically isolating employment instability as the most potent determinant of retention in locally funded Philippine colleges. This institutional type has received limited scholarly attention.

The results also contribute new theoretical insight by extending the application of Herzberg's Two-Factor Theory and Organizational Commitment Theory to contexts characterized by chronic employment precarity. Herzberg posits that hygiene factors, such as job security, must be satisfied before motivator factors can influence employee satisfaction or retention. The findings of this study provide empirical support for this claim: unmet job security needs are so severe that they negate the predictive power of leadership quality, institutional support, salary, and workload, even though these factors received high descriptive ratings and showed strong correlations with retention intentions. In effect, this study demonstrates that under conditions of widespread contractualization, hygiene factors assume predictive dominance, offering a theoretical refinement that helps explain why motivational conditions fail to translate into retention in similar institutional environments.

Beyond theoretical advancement, this research contributes practical and policy-relevant knowledge to human resource management in developing higher education systems. The finding that retention does not vary by years of service or educational attainment indicates that employment instability affects faculty across all demographic and professional backgrounds, reinforcing the urgency of addressing structural precarity. Consequently, the study provides evidence-based justification for prioritizing regularization policies, creation of plantilla positions, transparent promotion pathways, and contracts that support long-term employment. While leadership development, workload management, and institutional support remain essential for creating a healthy work environment, this study clarifies that these interventions function as secondary support mechanisms whose effectiveness depends on the





presence of employment stability. Taken together, the findings offer a more precise roadmap for LGUs, governing boards, and local colleges seeking to build a committed and stable faculty workforce.

Recommendation

Local colleges should look into context-appropriate strategies to improve employment stability because the regression findings indicated that employment status was the sole significant predictor of retention intentions. Given the financial and policy limitations that LGUs confront, short-term solutions could involve creating more transparent and unambiguous contract renewal procedures, creating explicit regularization criteria that are routinely implemented, and enhancing information about job routes. The conclusion that job security is the most significant structural factor linked to retention in this context is directly supported by these activities.

Despite not being statistically significant predictors in the regression model, faculty perceptions of institutional environment are influenced by salary, workload, leadership, and institutional support, as seen by their consistently high descriptive evaluations. Colleges may increase non-monetary incentives, evaluate workload distribution, and strengthen supportive and participatory leadership practices as short-term remedies. Instead of replacing job stability, these policies should be seen as enhancing it.

Long-term structural reforms may be taken into consideration, but they must be approached with an awareness of the larger political and policy landscape. Examples of these reforms include pushing for more plantilla positions, LGU budget adjustments, or changes to national regulations controlling local universities. These recommendations should be regarded as preliminary and context-specific since the information comes from a single institution with a small and uneven sample. It is advised that future studies with multi-institutional, comparative, and longitudinal designs confirm these trends and encourage more broadly applicable retention tactics.

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