Workplace health and safety, social support, and turnover intention in Private Higher Education Institutions in the Philippines

May Maeh Camlian[1] and Jomarie V. Baron[2]
Mindanao State University – General Santos City, Philippines[1]
South Cotabato State College, Philippines [2]
septemberbunch252017@gmail.com[1], *jomariebaron@yahoo.com[2]*

Abstract
Purpose: This study examined workplace health and safety, social support, and turnover intention among faculty members in private higher education institutions in Region XII. This study aimed to assess these factors and their influence on faculty retention.

Research Methodology: A descriptive quantitative research design was employed. Data were collected using a researcher-made questionnaire that was validated and pilot-tested for reliability. The study involved 324 full-time faculty members from 20 private higher education institutions who were selected through stratified random sampling.

Results: The findings revealed that workplace health and safety practices, social support, and turnover intention play significant roles in faculty retention. Specifically, institutions have high workplace health and safety levels and social support. However, turnover intention was reported to be low across the sample. Social support, particularly belonging support, was rated the highest, whereas turnover intention across various factors remained low.

Limitations: This study was limited to private higher education institutions in Region XII, and the results may not be generalizable to other regions or types of educational institutions. Additionally, self-reporting could have introduced bias.

Contribution: This study contributes to the understanding of the dynamics of faculty retention in private higher education institutions, highlighting key factors such as health, safety, and social support.

Novelty: This research adds novel insights by focusing on the contextualized factors influencing faculty retention in Region XII, an area underrepresented in the existing literature.

Keywords: *Faculty Retention, Workplace Health and Safety, Social Support, Turnover Intention, Private Higher Education, Region XII*

How to Cite: Camlian, M. M., & Baron, J. V. (2025). Workplace health and safety, social support, and turnover intention in Private Higher Education Institutions in the Philippines. *Annals of Human Resource Management Research,* 5(1), 1-14.

1. Introduction

Workplace health and safety, social support, and turnover intention are critical factors that shape faculty retention in higher education institutions. These elements not only influence employees' physical and psychological well-being but also affect workplace dynamics and institutional sustainability (Sorensen et al., 2021). Faculty members experiencing unfavorable working conditions, inadequate support systems, and job insecurity are more likely to leave their institutions, posing significant challenges to workforce stability (Elrayah & Zakariya, 2023). Given the essential role of faculty in maintaining academic quality, addressing these concerns is vital for sustaining higher education institutions, particularly those that operate with limited resources.

In Region XII of the Philippines, faculty retention has become increasingly difficult, particularly in private education institutions. Many faculty members leave private colleges in favor of public institutions, which typically offer higher salaries, better job security, and clearer career advancement pathways (Riola, 2024). Moreover, disparities in funding, institutional prestige, and professional growth opportunities create an uneven landscape, further diminishing faculty commitment in private institutions (Abun, Menor, Catabagan, Magallanes, & Ranay, 2021). These challenges are not isolated, but reflect broader structural issues in the education sector, where private institutions struggle to remain competitive against their publicly funded counterparts.

Policy reforms such as the Enhanced Basic Education Act of 2013 and the Universal Access to Quality Tertiary Education Act have intensified these challenges. While these policies have expanded educational access, they have also increased faculty shortages in private institutions, as many educators migrate to public universities, where employment conditions are more favorable (Ortiz, Melad, Araos, Orbeta, & Reyes, 2019; Yee, 2022). As a result, private colleges in Region XII face mounting pressure to retain skilled faculty members while contending with financial constraints and systemic disadvantages.

Given these realities, examining workplace health and safety, social support, and turnover intention among faculty members in private education institutions is essential. Understanding these factors provides a foundation for developing targeted strategies to improve retention, enhance working conditions, and strengthen institutional resilience in increasingly competitive academic environments.

1.1 Research questions
This study assessed workplace health and safety, social support, and turnover intention among faculty members in private education institutions in Region XII. It aimed to provide a detailed evaluation of these factors to better understand the challenges affecting faculty members within these institutions.

Specifically, it addresses the following questions:
1. What is the level of implementation of workplace health and safety among private higher education institutions in Region XII in terms of
    1.1 Workplace policies and procedures
    1.2 occupational health and safety awareness; and
    1.3 participation in occupational health and safety?

2. What is the extent of social support provided to faculty members in private higher education institutions in Region XII in terms of:
    2.1 appraisal support;
    2.2 tangible support;
    2.3 self-esteem support; and
    2.4 belonging support?

3. What is the level of turnover intention among faculty members of private higher education institutions in Region XII?
    3.1 Subjective social status
    3.2 organizational culture;
    3.3 personal orientation;
    3.4 expectations; and
    3.5 career growth?

1.2 Research Objectives
This study aimed to evaluate workplace health and safety, social support, and turnover intention among faculty members in private education institutions in Region XII. Specifically;
1. To assess the level of workplace health and safety in private higher education institutions in Region XII.
2. Determine the extent of social support available to faculty members in these institutions.

3. To examine the level of turnover intention among faculty members in private higher education institutions.

2. Literature review

2.1 Faculty Retention in Higher Education

Faculty retention remains a persistent concern in higher education as it influences institutional stability and academic continuity. Retaining experienced faculty members supports instructional consistency, research productivity, and institutional development. Several studies have examined the conditions that encourage faculty members to remain in their positions, highlighting factors such as job satisfaction, career advancement, and workplace support systems (Shaterjalali et al. 2021). Faculty members who perceive long-term career opportunities and experience a sense of professional fulfillment tend to remain with their institutions. Moreover, institutional leadership plays a central role in shaping faculty commitment, as administrative support and structured development programs create an environment that encourages long-term employment (Eduful 2021).

Private institutions often experience greater challenges in retaining faculty owing to financial constraints and differences in employment benefits compared with public universities. These disparities limit salary structures, research funding, and professional advancement opportunities, leading to increased faculty movement toward public institutions (Riola, 2024). Employment conditions in public institutions that frequently offer better compensation and career pathways have contributed to this shift (Abun et al., 2021). Addressing these structural differences requires examining how institutions can strengthen faculty support while operating within existing financial limitations.

2.2 Workplace Health and Safety

The conditions under which faculty members work have a direct effect on their well-being and decisions to remain in an institution. Research indicates that a safe and supportive work environment enhances job satisfaction and reduces stress-related attrition (Lelo, 2024). Faculty members who feel secure in their workplace and have access to adequate health resources are more likely to remain engaged in their roles. Institutions that provide occupational health programs, workplace safety measures, and structured wellness initiatives contribute to faculty stability (Nguyen, Pham, & Vo, 2023).

Beyond physical safety, mental health resources and support systems are increasingly being recognized as factors influencing faculty retention. Institutions that implement well-defined policies for stress management, workload balance, and faculty well-being have reported fewer cases of job dissatisfaction (Sorensen et al., 2021). Ergonomic workspaces, structured leave policies, and access to psychological support further contribute to a work environment that encourages faculty members to stay. These factors suggest that retaining faculty members requires attention to workplace conditions and policies that promote well-being.

2.3 Social Support and Its Role in Retention

Professional relationships and institutional support networks influence faculty members' sense of belonging and commitment to their institutions. Studies have demonstrated that faculty members who experience strong support from peers, mentors, and leadership are more likely to remain in their positions (Marcionetti & Castelli, 2023). The presence of mentorship programs, collaborative work environments, and institutional assistance contribute to a workplace in which faculty members feel valued. Institutions that prioritize these forms of support tend to retain faculty members for longer periods of time (Diab & Green, 2024).

In addition to formalized support structures, collegial relationships play an essential role in shaping faculty experiences. Work environments that foster collaboration, open communication, and mutual respect contribute to job satisfaction and reduce turnover intention (Qambar & Waheed, 2021). Addressing retention challenges, therefore, requires not only policy adjustments but also the development of professional environments where faculty members feel connected to their colleagues and institutions.

2.4 Turnover Intention and Organizational Factors

Turnover intention, which is often shaped by dissatisfaction with workplace conditions and career limitations, remains a concern in many higher education institutions. Studies have found that private institutions experience higher turnover rates because of factors such as salary disparities, limited career mobility, and fewer professional development opportunities (Hoyos & Serna, 2021). Faculty members often leave institutions where they perceive a lack of long-term career prospects or where they do not feel aligned with institutional goals.

The role of leadership in addressing these concerns is widely recognized. Institutions that provide clear governance structures, fair evaluation systems, and opportunities for professional advancement tend to have lower faculty turnover rates (Nguyen et al. 2023). When faculty members perceive inequities in workload distribution, administrative decisions, or promotion processes, their motivation to stay decreases. Strengthening institutional policies that support faculty development and professional growth is necessary to reduce turnover and maintain academic stability.

Existing research highlights the factors that influence faculty retention, including workplace conditions, support systems, and administrative policies. Private higher education institutions facing resource limitations and employment disparities require strategies that enhance faculty commitment while considering institutional constraints. A closer examination of these factors will help determine policies that support long-term faculty retention and institutional development.

3. Methodology

3.1 Research Design

This study employed a mixed-methods approach, specifically a sequential explanatory design, to assess workplace health and safety, social support, and turnover intention among faculty members in private education institutions in Region XII. The study was conducted in two phases. The first phase involved quantitative data collection and analysis, followed by qualitative exploration to provide further context and explanation of the statistical findings (Creswell, 2021; Plano Clark, 2017). This design was chosen to enhance the depth of analysis by integrating numerical measurements with faculty experience, ensuring a more comprehensive understanding of the factors influencing retention.

A descriptive survey method was used in the quantitative phase to collect data on workplace health and safety, social support, and turnover intention. A structured questionnaire, adapted from validated instruments, was administered to faculty members. The survey responses were analyzed using descriptive statistics, specifically mean scores, to identify patterns and trends in faculty perceptions (Baron & Robles, 2023; Simpal & Robles, 2024). This approach provides an objective assessment of workplace conditions and faculty concerns, establishing a foundation for further exploration through qualitative inquiry.

To complement the survey findings, semi-structured interviews were conducted with a subset of faculty members during the qualitative phase. Participants were purposively selected based on their survey responses to ensure diverse perspectives on workplace conditions and turnover intentions. The qualitative component explored the underlying reasons behind the numerical trends, allowing for a deeper understanding of workplace challenges. Thematic analysis was employed to identify recurring patterns in faculty responses, which strengthened the interpretation of the findings (Braun and Clarke 2021).

The integration of quantitative and qualitative findings followed an explanatory sequence, where statistical results informed the development of the interview questions. This approach allowed the qualitative phase to further elaborate on the trends identified in the quantitative data, offering a deeper understanding of workplace conditions and faculty retention. The combination of numerical measurement and faculty experience provided a more comprehensive examination of faculty retention in private higher education institutions.

3.2 Locale of the Study

This study was conducted in 20 private higher education institutions (PHEIs) in Region XII, selected based on the presence of over 50 full-time faculty members. The institutions included Central Mindanao Colleges, Colegio de Kidapawan, Cronasia Foundation College, Inc., General Santos Academy, General Santos Doctors' Medical School Foundation, Gensantos Foundation College, Inc., Holy Trinity College of General Santos City, Marvelous College of Technology, Mindanao Polytechnic College, Notre Dame of Dadiangas University, Notre Dame of Kidapawan College, Notre Dame of Marbel University, Notre Dame of Midsayap College, Notre Dame of Tacurong, Ramon Magsaysay Memorial College – Marbel, Ramon Magsaysay Memorial Colleges, Southeast Asian Institute of Technology, Southern Baptist College, Southern Christian College, and St. Alexius College. These institutions were chosen to represent the diversity of PHEIs in the region and to provide comprehensive data on workplace health and safety, social support, and turnover intention among faculty members.

3.3 Participants of the Study

The study involved three hundred twenty-four (324) full-time faculty members from twenty (20) private higher education institutions in Region XII. The sample was drawn from a total population of 2,025 faculty members, and Cochran's formula was used to determine the appropriate sample size, ensuring statistical accuracy and representativeness. To enhance the relevance of the findings, institutions with more than fifty (50) full-time faculty members were included, allowing for a diverse representation of faculty experiences across the region.

For the quantitative phase, stratified random sampling was employed to ensure proportional representation from various institutions. Faculty members were categorized based on institutional size, ensuring that those from institutions with more than fifty (50) full-time faculty members were included in the selection process. This method allowed for a balanced distribution of respondents, reflecting variations in workplace conditions among private higher education institutions.

In the qualitative phase, six (6) faculty members were selected using purposive sampling, with the criterion that participants had at least ten (10) years of experience in private higher education institutions. This selection ensured that the qualitative data reflected perspectives from faculty with extensive professional experience, providing deeper explanations of workplace conditions and turnover intentions. The qualitative component complemented the survey findings by exploring faculty perceptions in greater depth, offering a broader understanding of the challenges and factors influencing retention in private education institutions.

3.4 Research Instruments

This study employed a researcher-made questionnaire as the primary data collection instrument to ensure that the assessment of workplace health and safety, social support, and turnover intention was aligned with the localized context of private higher education institutions in Region XII. The questionnaire underwent a rigorous process of validation by a panel of experts in education and research to establish content validity (Baron, 2022; Baron & Cruz, 2023). Following validation, a pilot test was conducted involving a representative sample of faculty members from institutions outside the study's main participants.

The reliability of the instrument was determined through statistical analysis, which yielded a Cronbach's alpha coefficient of 0.925. This high reliability score indicates that the instrument was consistent in measuring the intended variables. The final version of the questionnaire was structured into sections corresponding to the specific objectives of the study, with items designed to effectively capture quantitative data. The localized approach and robust validation and reliability procedures ensured that the findings accurately reflected the perceptions and experiences of the respondents within the regional context.

3.5 Data Gathering Procedure

The data-gathering procedure followed a systematic approach aligned with a sequential explanatory mixed-methods design to ensure the reliability and validity of the collected data. The process began

with the development of a structured questionnaire designed to assess workplace health and safety, social support, and turnover intention among faculty members. To establish the validity of the instrument, a panel of experts in education and research reviewed its content to ensure clarity, relevance, and appropriateness.

After validation, the quantitative phase was conducted, where the finalized survey was administered to 324 full-time faculty members across twenty (20) private higher education institutions in Region XII. The survey was distributed through both online and in-person methods to maximize response rates while maintaining accessibility for all participants. Responses were collected and analyzed using statistical techniques, providing an overview of patterns and variations in faculty experiences.

Following the analysis of the quantitative data, a qualitative phase was conducted to further examine the trends observed in the survey results. Using purposive sampling, six (6) faculty members with at least ten (10) years of experience in private higher education institutions were selected for in-depth interviews. The interview questions were developed based on key findings from the quantitative phase, ensuring that the qualitative data provided further elaboration on workplace conditions, faculty experiences, and turnover intention. These interviews were audio-recorded, transcribed, and thematically analyzed, allowing for a deeper understanding of the issues influencing faculty retention.

This sequential process ensured that the study captured measurable trends and faculty perspectives, strengthened the overall findings, and provided a comprehensive analysis of workplace conditions and faculty retention in private education institutions.

3.6 Data Analysis
The study employed both quantitative and qualitative data analyses to align with a sequential explanatory mixed-methods design. In the quantitative phase, descriptive statistical methods were used to analyze the survey data. The mean was computed for each variable (workplace health and safety, social support, and turnover intention) to determine the central tendency of the responses. The mean served as a numerical representation of faculty perceptions, offering an overview of the general conditions and experiences reported by the respondents (J. V. Baron, 2023, 2024; Simpal & Robles, 2024).

For the qualitative phase, thematic analysis was conducted on the interview transcripts from six (6) faculty members with at least ten (10) years of experience in private higher education institutions. Qualitative data were coded and categorized into themes that aligned with or expanded upon quantitative findings. This approach allowed for a more comprehensive understanding of faculty experiences, particularly regarding workplace conditions and factors influencing turnover intention.

The integration of quantitative and qualitative data followed an explanatory sequence in which the statistical results informed the themes explored in the qualitative phase. This process ensured that the findings not only reflected numerical trends but also incorporated faculty perspectives, providing a well-rounded analysis of faculty retention in private education institutions.

4. Results and discussions
This section presents the findings obtained from the analysis of the collected data, aligned with the research objectives of evaluating workplace health and safety, social support, and turnover intention among faculty members of private higher education institutions in Region XII. The succeeding tables provide a detailed summary of the results, facilitating a comprehensive examination of respondents' perceptions across these workplace dimensions.

Research Question 1: What is the level of workplace health and safety implementation among private higher education institutions in Region XII?

Table 1. Level of Workplace Health and Safety Implemented among Private Higher Education Institutions in Region XII

Level of Workplace Health and Safety Implemented among Private Higher Education Institutions in Region XII	Composite Mean	SD	Qualitative Description
Workplace Policies and Procedures	4.10	0.74	High
Occupational Health and Safety Awareness	4.12	0.73	High
Participation in Occupational Health and Safety	4.06	0.74	High
Overall Mean	**4.09**	**0.70**	**High**

Legend: 4.50 - 5.00 – Very High; 3.50 - 4.49 – High; 2.50 - 3.49 – Moderate; 1.50 - 2.49 – Low; 1.00 - 1.49 – Very Low

The data presented in Table 1 highlight the level of workplace health and safety implementation among private higher education institutions in Region XII. With an overall mean of 4.09 (SD = 0.70), the findings indicate a high level of compliance with workplace health and safety standards. This suggests that institutions have established policies and programs that prioritize faculty well-being, aligning with previous findings that a secure work environment contributes to employee satisfaction and retention (Obeng, Arhinful, Mensah, & Owusu-Sarfo, 2024).

The workplace policies and procedures dimension recorded a composite mean of 4.10 (SD = 0.74), indicating that faculty members perceive these policies as clearly defined and consistently implemented. Institutional efforts to establish formal policies on hazard prevention, emergency response, and workplace conduct have contributed to this perception. One faculty member shared:

> *"Our institution has clear policies on workplace safety, and we receive regular updates on health and safety protocols. These guidelines make us feel more secure in our work environment."*

This finding implies that strong institutional policies serve as the foundation for a safe workplace, reducing risks, and ensuring faculty adherence to health and safety guidelines (Kavouras, Vardopoulos, Mitoula, Zorpas, & Kaldis, 2022). However, policies alone are insufficient without effective enforcement mechanisms, requiring institutions to conduct continuous monitoring and compliance assessments.

The occupational health and safety awareness dimension attained the highest composite mean of 4.12 (SD = 0.73), suggesting that faculty members are well-informed about health and safety measures. Regular training, safety briefings, and institutional information dissemination have contributed to this awareness. One faculty informant stated:

> *"We are required to attend safety training every semester. These sessions help us understand our responsibilities in maintaining a safe workplace and give us confidence that the institution prioritizes our well-being."*

This finding implies that continuous education on occupational safety fosters a proactive culture in which faculty members play an active role in maintaining workplace security (Obeng et al., 2024). Institutions should sustain these efforts by integrating health and safety awareness into faculty-orientation programs and reinforcing safety practices through periodic refresher courses.

Participation in occupational health and safety programs also received a high rating, with a composite mean of 4.06 (SD = 0.74). Faculty engagement in safety initiatives and compliance with established protocols contributes to maintaining a secure environment. One informant noted:

> *"We have committees focused on workplace safety, and faculty members are encouraged to participate. It creates a sense of shared responsibility, knowing that everyone is involved in ensuring a safe working environment."*

This finding suggests that faculty involvement in safety programs strengthens the implementation of institutional health and safety policies by fostering collective responsibility (Hu, Yan, Casey, & Wu, 2021). Institutions should consider further incentivizing participation in health and safety programs to maintain faculty engagement and ensure the long-term effectiveness of workplace safety initiatives.

Overall, the results indicate that private higher education institutions in Region XII have effectively integrated workplace health and safety measures into their institutional structures, ensuring policy enforcement, faculty awareness, and participation. Given their strong emphasis on compliance and engagement, institutions could use these findings to benchmark safety practices and strengthen faculty retention strategies. Research suggests that workplaces with robust health and safety programs experience lower faculty turnover and higher job satisfaction (Obeng et al., 2024). Institutions should sustain faculty involvement in safety initiatives while improving monitoring systems to ensure the consistent implementation of workplace health and safety measures (Kavouras et al., 2022).

Research Question 2: What is the extent of social support provided to faculty members in private higher education institutions in Region XII?

Table 2. Extent of Social Support Provided to the Faculty Members in Private Higher Education Institutions in Region XII

Extent of Social Support Provided to the Faculty Members in Private Higher Education Institutions in Region XII	Composite Mean	SD	Qualitative Description
Appraisal Support	4.07	0.73	Great
Tangible Support	4.03	0.75	Great
Self-Esteem Support	4.14	0.71	Great
Belonging Support	4.17	0.69	Great
Overall Mean	**4.10**	**0.65**	**Great**

Legend: 4.50 - 5.00 – Very High; 3.50 - 4.49 – High; 2.50 - 3.49 – Moderate; 1.50 - 2.49 – Low; 1.00 - 1.49 – Very Low

The findings related to the extent of social support provided to faculty members in private higher education institutions in Region XII indicate the strong presence of supportive mechanisms within these institutions. With an overall mean of 4.10 (SD = 0.65), social support is described as great, demonstrating that faculty members perceive substantial institutional and peer support. This aligns with prior research indicating that a well-established social support system enhances faculty's well-being and commitment to their institutions (Richter, Lucksnat, Redding, & Richter, 2022).

Among the dimensions of social support, belonging support achieved the highest composite mean of 4.17 (SD = 0.69). This finding suggests that faculty members experience a strong sense of connection and camaraderie within their institutions, thus reinforcing a community-oriented atmosphere that promotes collaboration and shared institutional values. One faculty member expressed the following.

> *"There is a strong sense of belonging in our institution. Our colleagues and administrators foster a welcoming environment, making us feel like we are truly part of a family."*

This finding implies that higher education institutions that cultivate a sense of belonging among faculty members enhance job satisfaction and reduce turnover intention (Ilyas, Abid, & Ashfaq, 2023). Institutions should continue to prioritize initiatives that strengthen faculty relationships through mentoring programs, team-building activities, and open communication channels (Scott, 2024).

Similarly, self-esteem support received a composite mean of 4.14 (SD = 0.71), indicating that faculty members feel valued through affirmation and encouragement (Lee Cunningham, Gino, Cable, & Staats, 2021). This form of support enhances faculty confidence and professional motivation. One respondent shared:

> *"Recognition from colleagues and administration boosts our morale. Even small acknowledgments for our work help us feel appreciated and motivated."*

This finding suggests that positive reinforcement and recognition contribute to faculty engagement and productivity (Richter et al., 2022). Institutions should institutionalize recognition programs to consistently affirm faculty contributions and reinforce a culture of appreciation (Abdelwahed and Doghan, 2023).

Appraisal support, which refers to constructive feedback and guidance, had a composite mean of 4.07 (SD = 0.73), indicating that faculty members receive meaningful performance evaluations and mentoring. One faculty informant remarked:

> *"Our supervisors provide regular feedback on our performance, which helps us improve and stay aligned with institutional goals."*

This implies that clear and structured appraisal mechanisms allow faculty members to enhance their teaching effectiveness and career development (Richter et al., 2022). Institutions should ensure that feedback mechanisms remain constructive, fostering growth rather than criticizing (Sims & Fletcher-Wood, 2021).

Lastly, tangible support had a composite mean of 4.03 (SD = 0.75), reflecting that faculty members receive practical assistance and resources necessary for their professional tasks. One informant noted:

> *"The institution provides us with teaching materials, access to professional development programs, and necessary resources to perform our duties effectively."*

This finding suggests that ensuring faculty members have adequate resources enhances their teaching efficiency and job satisfaction (Richter et al., 2022; Mustafa, Alzubi, & Bashayreh, 2021). Institutions should maintain equitable access to tangible resources to sustain faculty effectiveness.

The strong presence of social support in private higher education institutions in Region XII implies that faculty members benefit from institutional and peer reinforcement, fostering job satisfaction and loyalty (Crosby, 2022). A high level of belonging and self-esteem support suggests that faculty members feel valued in their work environment, which may contribute to lower turnover rates (Vavasseur, 2024). Institutions should sustain these supportive mechanisms while enhancing structured appraisal systems and resource allocation to strengthen faculty engagement and retention further.

Research Question 3: What is the level of turnover intention among faculty members of private higher education institutions in Region XII?

Table 3. Level of Turnover Intention among Faculty Members of Private Higher Education Institutions in Region XII

Level of Turnover Intention among Faculty Members of	Composite Mean	SD	Qualitative Description

Private Higher Education Institutions in Region XII			
Subjective Social Status	2.21	1.06	Low
Organizational Culture	2.08	1.10	Low
Personal Orientation	2.09	0.94	Low
Expectations	2.12	1.06	Low
Career Growth	2.25	1.13	Low
Overall Mean	**2.15**	**0.96**	**Low**

Legend: *4.50 - 5.00 – Very High; 3.50 - 4.49 – High; 2.50 - 3.49 – Moderate;*
1.50 - 2.49 – Low; 1.00 - 1.49 – Very Low

The findings in Table 3 reveal a low level of turnover intention among faculty members of private higher education institutions in Region XII, as reflected in the overall mean of 2.15 (SD = 0.96). This finding suggests that faculty members generally have a low likelihood of leaving their current positions, indicating a relatively stable workforce within these institutions. These findings align with previous research emphasizing the role of workplace conditions, institutional support, and career satisfaction in minimizing turnover intention (Yan, Mansor, Choo, & Abdullah, 2021).

Among the dimensions assessed, career growth recorded the highest composite mean of 2.25 (SD = 1.13) within the low category. This suggests that opportunities for professional advancement may influence turnover intention (Wang et al., 2024); however, they are not perceived as significant enough to prompt most faculty members to seek employment elsewhere. One faculty informant noted:

> *"While opportunities for promotion are important, I feel secure in my current position, and the institution provides reasonable support for professional development."*

This implies that while career progression remains a factor, faculty members may prioritize job security and institutional support over immediate career advancement opportunities (Yan et al., 2021).

Subjective social status had a mean of 2.21 (SD = 1.06), indicating that faculty members feel a sufficient level of respect and recognition within their institutions, reducing the likelihood of seeking employment elsewhere. One faculty member shared:

> *"I feel valued within the institution, and that recognition makes me less inclined to consider leaving."*

This suggests that perceived workplace respect contributes to faculty retention, reinforcing the importance of institutional recognition programs (Jiang et al., 2024). The dimensions of expectations (mean = 2.12, SD = 1.06), personal orientation (mean = 2.09, SD = 0.94), and organizational culture (mean = 2.08, SD = 1.10) also fell within the low turnover intention range. These findings indicate that faculty members' alignment with institutional values, personal adaptability, and fulfillment of workplace expectations contribute to their continued engagement. One faculty respondent stated:

> *"The institutional culture aligns well with my professional values, which encourages me to stay."*

This highlights that a well-defined institutional culture and clear professional expectations contribute to faculty stability (Alkhodary, 2023). The low turnover intention among faculty members suggests that existing institutional strategies, such as maintaining a supportive organizational culture, meeting faculty expectations, and providing career development opportunities, contribute to faculty retention (Yan et al., 2021). However, institutions should remain proactive, as the findings indicate areas for further improvement. As career growth had the highest mean among the dimensions assessed, enhancing career development programs could reinforce long-term faculty commitment. Similarly, strengthening

institutional culture through participatory governance and open communication may further reduce turnover intention (Toufighi et al., 2024).

Thus, maintaining low turnover intention is critical for institutional stability, faculty satisfaction, and the continuity of academic quality. Higher education administrators and policymakers should prioritize faculty-centered strategies to sustain a committed and motivated workforce.

5. Conclusion
5.1. Conclusion
This study examined workplace health and safety, social support, and turnover intention among faculty members of private higher education institutions in Region XII. The findings indicate that workplace health and safety are consistently implemented with strong workplace policies, awareness initiatives, and participatory practices that ensure a supportive and secure environment for faculty members. Similarly, the social support provided by these institutions is substantial, with appraisal support, tangible assistance, and a sense of belonging contributing to faculty members' professional and personal well-being. Notably, the turnover intention among faculty members was low, reflecting a general sense of satisfaction and stability within their current institutions.

These findings emphasize the critical role of fostering a safe, supportive, and engaging work environment to maintain institutional sustainability and faculty retention. Institutions can further enhance these outcomes by addressing career growth opportunities and aligning organizational practices with faculty aspirations, thereby promoting long-term commitment and productivity. This study provides an evidence-based foundation for improving institutional strategies and ensuring the continued development of the educational sector in Region XII.

5.2. Limitation
This study was limited to assessing workplace health and safety, social support, and turnover intention among faculty members of private higher education institutions in Region XII. The generalizability of the findings may be constrained by the focus on a specific region, as institutional practices and conditions may vary across other regions. Additionally, while the study utilized a researcher-made questionnaire to ensure alignment with the local context, self-reported data may be subject to bias, such as social desirability or limited disclosure of unfavorable opinions. The cross-sectional nature of this study further restricts its ability to infer causality between the variables examined. Future research may address these limitations by adopting a longitudinal design, expanding the geographical scope, or incorporating mixed-method approaches to gain deeper insight into the issues explored.

5.3. Suggestions
Based on these findings, it is recommended that private higher education institutions in Region XII consider further strengthening their workplace health and safety policies to ensure an even greater sense of security and well-being among faculty members. This can be achieved by enhancing current occupational health and safety programs, ensuring clear communication regarding workplace procedures, and fostering increased participation in health and safety initiatives.

Additionally, institutions should continue to build upon robust social support systems already in place. Promoting programs that offer appraisal, tangibility, self-esteem, and belonging support will not only contribute to faculty well-being, but will also foster stronger relationships within academic communities. More targeted social support mechanisms, such as mentorship and career counseling, could be beneficial in addressing individual needs and reinforcing the existing sense of community and emotional support.

To address faculty turnover intentions, private higher education institutions should prioritize strategies that improve faculty career growth opportunities, such as offering professional development programs and clear career progression pathways. Institutions should also improve perceptions of organizational culture and subjective social status by fostering an inclusive environment that encourages open

communication and mutual respect. By addressing the key factors contributing to turnover intentions, these institutions can create an environment that encourages long-term faculty retention.

In summary, enhancing workplace health and safety, reinforcing social support systems, and addressing turnover intentions are key areas that can significantly improve faculty retention in private education institutions in Region XII. These strategies will contribute to a more stable and committed workforce, thereby benefiting the academic environment and institutional sustainability.

Acknowledgment

References

Abdelwahed, N. A. A., & Doghan, M. A. A. (2023). Developing employee productivity and performance through work engagement and organizational factors in an educational society. *Societies,* 13(3), 65. https://doi.org/10.3390/soc13030065.

Abun, D., Menor, R. I., Catabagan, N. C., Magallanes, T., & Ranay, F. B. (2021). Organizational climate and work engagement of employees of divine word colleges in Ilocos Region, Philippines. *International Journal of Research in Business and Social Science,* 10(1), 107-121. 10.20525/ijrbs.v10i1.1017.

Alkhodary, D. A. (2023). Exploring the relationship between organizational culture and well-being of educational institutions in Jordan. *Administrative Sciences,* 13(3), 92. https://doi.org/10.3390/admsci13030092.

Baron, J. (2022). HIV/AIDS Awareness and the Level of Sexual Risk Behaviors Among Senior High School Students: An Evaluation. *Journal of Social, Humanity, and Education,* 3(1), 43-55. https://doi.org/10.35912/jshe.v3i1.1145.

Baron, J. V. (2023). Level of cultural sensitivity and its influence on teachers' performance. *Journal of Social, Humanity, and Education, 3*(4), 271-283. https://doi.org/10.35912/jshe.v3i4.1392.

Baron, J. V. (2024). Climate change awareness and adaptation by rice farmers in Surallah, South Cotabato. *Journal of Social, Humanity, and Education,* 4(3), 193-204. https://doi.org/10.35912/jshe.v4i3.1854.

Baron, J. V., & Cruz, J. A. D. (2023). The spiral progression approach in teaching science: Its Volatilities, Uncertainties, Complexities, and Ambiguities (VUCA). *Journal of Social, Humanity, and Education,* 3(2), 89-103. https://doi.org/10.35912/jshe.v3i2.1194.

Baron, J. V., & Robles, A. C. M. O. (2023). Structural equation model: Organizational performance among state universities and colleges in Philippines. *Journal of Social, Humanity, and Education,* 3(4), 307-320. https://doi.org/10.35912/jshe.v3i4.1505.

Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative research in psychology,* 18(3), 328-352. https://doi.org/10.1080/14780887.2020.1769238.

Creswell, J. W. (2021). *A concise introduction to mixed methods research*: SAGE publications.

Crosby, M. (2022). *Examining the relationship between organizational health and faculty satisfaction in institutions of higher education.* Indiana State University.

Diab, A., & Green, E. (2024). Cultivating resilience and success: Support systems for novice teachers in diverse contexts. *Education Sciences, 14*(7), 711. https://doi.org/10.3390/educsci14070711.

Eduful, J. (2021). *Predictors of Faculty Retention and Turnover Intent in State System Institutions: An Institution's Work Environment (Organizational Structure) Impacts on Faculty Gender Composition and Intention to Leave or Stay*: South Dakota State University.

Elrayah, M., & Zakariya, A. (2023). Effects of Employees Mental Health, Physical Health and Work Life-balance on Employees Performance and Turnover Intention. *Archives of Clinical Psychiatry, 50*(6).

Hoyos, C. A., & Serna, C. A. (2021). Rewards and faculty turnover: An individual differences approach. *Cogent Education, 8*(1), 1863170. https://doi.org/10.1080/2331186X.2020.1863170.

Hu, X., Yan, H., Casey, T., & Wu, C.-H. (2021). Creating a safe haven during the crisis: How organizations can achieve deep compliance with COVID-19 safety measures in the hospitality industry. *International Journal of Hospitality Management,* 92, 102662. https://doi.org/10.1016/j.ijhm.2020.102662.

Ilyas, S., Abid, G., & Ashfaq, F. (2023). The impact of perceived organizational support on professional commitment: a moderation of burnout and mediation of well-being. *International Journal of Sociology and Social Policy, 43*(7/8), 710-726. https://doi.org/10.1108/IJSSP-06-2022-0170.

Jiang, L., Wider, W., Ye, G., Tee, M., Hye, A. M., Lee, A., & Tanucan, J. C. M. (2024). Exploring the factors of employee turnover intentions in private education institutions in China: a Delphi study. *Cogent Business & Management, 11*(1), 2413915. https://doi.org/10.1080/23311975.2024.2413915.

Kavouras, S., Vardopoulos, I., Mitoula, R., Zorpas, A. A., & Kaldis, P. (2022). Occupational health and safety scope significance in achieving sustainability. *Sustainability, 14*(4), 2424. https://doi.org/10.3390/su14042424.

Lee Cunningham, J., Gino, F., Cable, D. M., & Staats, B. R. (2021). Seeing oneself as a valued contributor: Social worth affirmation improves team information sharing. *Academy of Management journal, 64*(6), 1816-1841. https://doi.org/10.5465/amj.2018.0790.

Marcionetti, J., & Castelli, L. (2023). The job and life satisfaction of teachers: a social cognitive model integrating teachers' burnout, self-efficacy, dispositional optimism, and social support. *International Journal for Educational and Vocational Guidance, 23*(2), 441-463. https://doi.org/10.1007/s10775-021-09516-w.

Meku Lelo, J. (2024). The Effect of Work Environment on Employees' Job Satisfaction: Empirical Evidence from the Banking Industry. *Jurnal Manajemen Teori dan Terapan, 17*(1).

Mustafa, M., Alzubi, F. K., & Bashayreh, A. (2021). Factors Affecting Job Performance of Teaching and Non-Teaching Staff in Higher Education Levels in Oman. *Ilkogretim Online, 20*(5). 10.17051/ilkonline.2021.05.252.

Nguyen, T. D., Pham, L. N. T., & Vo, A. H. K. (2023). Faculty turnover intention in Vietnamese public universities: the impact of leader-member exchange, psychological safety, and job embeddedness. *Public Organization Review*, 1-21. https://doi.org/10.1007/s11115-023-00745-x.

Obeng, H. A., Arhinful, R., Mensah, L., & Owusu-Sarfo, J. S. (2024). Assessing the Influence of the Knowledge Management Cycle on Job Satisfaction and Organizational Culture Considering the Interplay of Employee Engagement. *Sustainability, 16*(20), 8728. https://doi.org/10.3390/su16208728.

Ortiz, M. K. P., Melad, K. A. M., Araos, N. V. V., Orbeta, A. C., & Reyes, C. M. (2019). Process evaluation of the Universal Access to Quality Tertiary Education Act (RA 10931): Status and prospects for improved implementation.

Plano Clark, V. L. (2017). Mixed methods research. *The Journal of Positive Psychology, 12*(3), 305-306. https://doi.org/10.1080/17439760.2016.1262619.

Qambar, G., & Waheed, S. A. (2021). Climbing the Career Ladder: Understanding Lived Experiences of University Faculty with Delayed Progression. *Ilkogretim Online, 20*(2). 10.17051/ilkonline.2021.02.129.

Richter, E., Lucksnat, C., Redding, C., & Richter, D. (2022). Retention intention and job satisfaction of alternatively certified teachers in their first year of teaching. *Teaching and Teacher Education, 114*, 103704. https://doi.org/10.1016/j.tate.2022.103704.

Riola, I. R. (2024). *Why Are They Staying? A Qualitative Study on Teacher Persistence in Philippine Catholic Schools.* Saint Mary's College of California.

Scott, S. R. (2024). Stimulating Faculty Participation in Supporting and Developing Change Initiatives.

Shaterjalali, M., Gholampoor, Y., Jeihooni, A. K., Mansoori, Y., Homayounfar, R., Ehrampoush, E., & Karimi, S. (2021). Faculty retention in regional medical schools in Iran: a qualitative content analysis. *BMC Medical Education,* 21, 1-8. https://doi.org/10.1186/s12909-020-02473-y.

Simpal, E. A., & Robles, A. C. (2024). Education 4.0: Awareness, Readiness, and Digital Competence of Higher Education Institutions (HEIs) Faculty in Region XII. *Readiness and Digital Competence of Higher Education Institutions (HEIs) Faculty in Region XII (November 10, 2024).*

Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: a critical review. *School effectiveness and school improvement,* 32(1), 47-63. https://doi.org/10.1080/09243453.2020.1772841.

Sorensen, G., Dennerlein, J. T., Peters, S. E., Sabbath, E. L., Kelly, E. L., & Wagner, G. R. (2021). The future of research on work, safety, health and wellbeing: A guiding conceptual framework. *Social science & medicine,* 269, 113593. https://doi.org/10.1016/j.socscimed.2020.113593.

Toufighi, S. P., Sahebi, I. G., Govindan, K., Lin, M. Z. N., Vang, J., & Brambini, A. (2024). Participative leadership, cultural factors, and speaking-up behaviour: An examination of intra-organisational knowledge sharing. *Journal of Innovation & Knowledge,* 9(3), 100548. https://doi.org/10.1016/j.jik.2024.100548.

Vavasseur, B. (2024). *A Qualitative Study of Job Satisfaction, Work-Life Balance, and Sense of Belonging, on Well-Being and Retention of Faculty in Louisiana's Public Higher Education Institutions.* University of Louisiana at Lafayette.

Wang, Q., Gan, K.-P., Wei, H.-Y., Sun, A.-Q., Wang, Y.-C., & Zhou, X.-M. (2024). Public service motivation and public employees' turnover intention: the role of job satisfaction and career growth opportunity. *Personnel Review,* 53(1), 99-118. https://doi.org/10.1108/PR-11-2020-0836.

Yan, Z., Mansor, Z. D., Choo, W. C., & Abdullah, A. R. (2021). How to reduce employees' turnover intention from the psychological perspective: A mediated moderation model. *Psychology Research and Behavior Management*, 185-197. https://doi.org/10.2147/PRBM.S293839.

Yee, K. M. (2022). The Changing Landscape of Philippine Higher Education: Going Beyond the Public and Private Debate. *Issues in Philippine Higher Education*, 1.