

# Faculty Retention: A Case Study of Lyceum of the Philippines University-Cavite

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**Abstract:** The purpose of this research is to know the different factors that are related with the retention and turnover of the faculty members of Lyceum of the Philippines University-Cavite Campus. The study used descriptive-survey research design method since it is more appropriate to identify the concerns of the teaching personnel. The data for this study used a researcher-made questionnaire with input from books in the areas of human resource management and interviews with some faculty and school administrators. The total respondents are one hundred full-time and part-time teaching personnel of Lyceum of the Philippines University-Cavite Campus. Based on the data gathered, the researcher has drawn the following conclusions: The individual applied at LPU-Cavite Campus because of the convenience in terms of accessibility of transportation to their residence, and they believed that they had a chance to develop their career in this institution. The school's reputation and standing in the academic community were also considered by the applicants. The eye catching structure of the building does not get too much attention on the part of the applicant since it landed on the seventh spot. Teaching personnel enjoy working at LPU-Cavite campus because of the feeling of belongingness since they have established harmonious working relationship with their colleagues. The faculty also considered the good working condition that the management provides, and the fair treatment by of superior. The last consideration why they enjoy working is that their expected compensation is achieved. With this, teaching personnel give much weight on harmonious relationship and less on monetary values. The faculty may intend to leave LPU-Cavite Campus if there are better opportunities for career development offered by other institutions. They also leave the institution if the management does not offer job security and there is a better compensation package offered by other institutions. The teaching personnel also seeks recognition for their satisfactory performance. They may leave the institution if they did not get much-needed support from the management. Another reason for leaving if they may change residence and that would affect travel time. Landed in the last spot reason for leaving is, if the working relationship with colleagues gets worse. Based on the findings and conclusions, the researchers recommend the following: LPU should provide staff room for rent (minimal fee) to teaching personnel whose residence is located distantly from the academe. LPU should regularly remind their constituents that LPU's name should be protected at all times. LPU should encourage mandatory participation of full-time and part-time faculty in every activity to encourage familiarity among teaching personnel. Team building for the faculty per college should also be conducted regularly at the end of academic year to establish camaraderie among themselves. LPU should maintain good working conditions (functional facilities and free from work pressure). LPU should provide continuous training for superior regarding coaching and mentoring to be familiar with different applications on how to establish acceptable superior-subordinate relationship. LPU should implement rotation of appointment since faculty are expecting for career development/movement. Rotation of appointment for supervisory level position should be done every three (3) years so that qualified personnel may have a chance for career movement and others would be inspired to do their best to be qualified for the upper level position. The maximum term of individual in supervisory position should be within the period of three years (3). Since the management shows transparency in declaring the number of students enrolled, the management should also be transparent in declaring other operational expenses incurred (utilities, equipment, supplies, maintenance, etc.) so that teaching personnel will not expect that wage/salary is not the only expenditure incurred by the institution. The management should provide a copy of written policies (faculty manual) to teaching personnel for them to know the benefits and compensation packages that the faculty will receive in-case they will obtain regular employment. This written reference would serve as a basis for the faculty if the management offers job security. The orientation given to the newly hired teaching personnel is not enough to identify the job security offers by the institution. Similar studies will be done after five (5) years to anticipate again the reasons why teaching personnel may leave LPU-Cavite Campus.

**Keywords:** Faculty Retention, LPU-Cavite campus.

## 1. INTRODUCTION

Human resources play a vital role in service industry like in educational institution. The teaching personnel also known as faculty is the front-liner of the academe. If the management is able to take care of their faculty, then the faculty will be satisfied and their satisfaction will be felt directly by their students. If the teaching personnel will not be treated properly, eventually they will not perform well and sentiments will be aired openly to their students. Worst of all, they will abandon the institution abruptly without notice and leave pending jobs. If the management would not develop a sound maintenance and preservation program to retain and hold teaching personnel, the cycle will continue and in the long-run, the employer and student will always be at the losing edge.

The Lyceum of the Philippines University-Cavite is an extension campus of LPU-Manila which started on June 2008. During its first year (AY 2008-2009) operation, forty-five faculty members were hired, ninety-five on its second year (AY 2009-2010) of operation, one hundred forty-three on third year (AY 2010-2011) of operation, one hundred eighty seven during the fourth year (AY 2011-2012) of operation, and two hundred thirty on its fifth year (AY 2012-2013) of operation. Presently, LPU-Cavite Campus offers twenty seven different program courses and composed of four colleges, namely, College of Arts and Sciences (CAS) which offers seven programs, College of Business Administration (CBA) which offers six programs, College of International Tourism and Hospitality Management (CITHM) which offers five programs, and College of Engineering, Computer Studies and Architecture (COECSA) which offers nine programs. The population of college student increases every academic year and that has resulted to the demand of additional teaching personnel.

In some cases the teaching contract of the faculty is not renewed when they did not meet the educational qualification like finishing their related master's degree on the prescribed period. Some were due to deficiency in teaching performance. The intention to voluntarily leave is minimal according to Human Resource Director. When the faculty members voluntarily render their resignation, the Human Resource Director conducts an exit interview to verify the reasons if they want to leave the institution, the common reasons for leaving were: (1) other company offers better opportunity in terms of career development and high paying jobs; (2) the individual wanted to pursue further studies; and (3) they will migrate/transfer of residence distant from LPU-Cavite Campus.

### ***Statement of the Problem:***

This study aimed to determine the reasons why individual applied at LPU-Cavite Campus, the fact why they enjoy working, and to establish possible reasons why the faculty member leaves the institution. Specifically, this study sought to answer the following questions:

1. What is the profile of faculty respondents in terms of the following;
  - 1.1 College in which they belong;
  - 1.2 Employment category at LPU-Cavite Campus;
  - 1.3 Employment status at LPU;
  - 1.4 Length of teaching service at LPU-Cavite Campus;
  - 1.5 Sex;
  - 1.6 Age; and
  - 1.7 Civil status?
2. What does the person consider when applying at LPU-Cavite?
3. What are the reasons why faculty member stay at the institution?
4. What are the factors that may trigger the faculty to leave the university?

### ***Significance of the Study:***

The information that will be gathered from this study will help the following school officials in formulating policies for the welfare of the teaching personnel.

**Executive Dean and Associate Dean.** The Dean has direct supervision over the faculty. Concerns and sentiments of the teaching personnel will be channeled directly to the Dean before they are forwarded to academic council. As front-liner of the administration, the Dean may render immediate decision/action on certain issues, but they cannot decide/act on critical issues without consulting the academic council. When making decision the Dean always considers the policies of the institution and feelings of the faculty. The result of the study would help the Dean to identify the reason why teaching personnel enjoy working in the institution and also would serve as basis on how to address properly the concerns of the teaching personnel on superior-subordinate level.

**HR Director.** The result of the study would help the Human Resource Director to recognize the present needs of the faculty and to be able to create sound strategies for the maintenance and preservation program of the teaching personnel.

**Vice President for Administration.** The person occupying this position monitors the status of business operation and act as over-all coordinator among key personnel. The result of the study would determine the strength and weaknesses of the institution in meeting the present needs of the teaching personnel. Furthermore, the result may become an eye-opener to revisit the existing retention program of the institution and look for possible options to protect the welfare of the faculty and the academe as a whole.

**President.** The findings of the study would serve as reference to identify the needs to be met for continuous improvement of the academe in terms of tangible and intangible areas in the system. The result also would become a challenge to come-up with the right decision when dealing directly on the concerns of teaching personnel.

## 2. LITERATURE REVIEW

Research article about the Factors Associated with Intentions to Leave or Stay among Faculty Members in the Colleges of Pharmacy in Metro Manila, authored by Monet M. Loquias, College of Pharmacy, University of the Philippines, Manila, and Erlyn A. Saria, National Teacher Training Center of the Health Professions University of the Philippines, Manila. The study employed a correlational research design with survey and interview as data collection methods. All faculty members employed in the twelve schools of pharmacy in Metro Manila were included in the survey. Interviews were conducted for the 11 schools of pharmacy through the deans or a college representative either via face to face, phone or email correspondence. Results revealed that faculty members are predominantly female, single, with mean age of 35 years, with Bachelor's degree, with rank of instructor, work full time and more likely to stay. The study results suggest that college or university officials have the capacity to minimize turnover through attending to institutional and contextual aspects of their work environments.

### *Synthesis:*

Research article about the Factors Associated with Intentions to Leave or Stay among Faculty Members in the Colleges of Pharmacy in Metro Manila in contrast with the our research is that the research design that we used is the descriptive-survey research design since it is more appropriate to identify the concerns of the teaching personnel. The data for this study we gathered using a researcher-made questionnaire with input from books in the areas of human resource management and interviews with some faculty and school administrators. The researchers focused on the faculty members of Lyceum of the Philippines University-Cavite Campus.

The similarities of the Research article about the Factors Associated with Intentions to Leave or Stay among Faculty Members in the Colleges of Pharmacy in Metro Manila to our research is that both want to determine the factors associated with the intentions to leave or stay among the faculty members.

## 3. METHODOLOGY

The researcher used the descriptive-survey research design since it is more appropriate to identify the concerns of the teaching personnel. The data for this study were gathered using a researcher-made questionnaire with input from books in the areas of human resource management and interviews with some faculty and school administrators. To test the validity of the questionnaire, the researcher requested ten teaching personnel to answer the survey to determine if the said questionnaire will fit to the objectives of the study and consulted the institutions statisticians for comments and suggestions.

The total respondents is one hundred full-time and part-time teaching personnel of Lyceum of the Philippines University-Cavite Campus. The researcher went to the designated faculty rooms of different colleges and personally handed the

survey form to the respondents to make sure that all questionnaires will be returned and be ready to answer some clarifications.

The survey questionnaire had four parts. The first part of the questionnaire gathered data about the profile of the respondents. The second part gathered data about the reasons why an individual applied at LPU-Cavite Campus. The third part gathered data about the reasons why they stay at the campus while the fourth part gathered data about the possible reasons why the faculty may leave LPU-Cavite Campus. The scales used are the following: 5-Strongly Agree; 4-Agree; 3-Neither; 2-Disagree; 1-Strongly Disagree.

Informal interviews were also conducted to validate the answers given by the respondents when they were answering the questionnaire.

#### 4. RESULTS AND DISCUSSION

The respondents of the study were full-time and part-time teaching personnel of college/department at Lyceum of the Philippines University-Cavite Campus.

##### *Figures and Tables*

The target respondents of the study were full-time and part-time teaching personnel assigned in different department/colleges. Total respondents were one hundred, wherein majority of them comes from CAS.

**Table I Respondents per Colleges**

| College | Frequency | Percentage |
|---------|-----------|------------|
| CAS     | 37        | 37.0       |
| CBA     | 19        | 19.0       |
| CITHM   | 22        | 22.0       |
| COECSA  | 22        | 22.0       |
| Total   | 100       | 100.0      |

Exhibited in Table II is the employment status of respondents, seventy-six of them were full-time faculty while twenty-four indicated that they were teaching part-time.

**Table II Employment Status**

| Status    | Frequency | Percentage |
|-----------|-----------|------------|
| Full time | 76        | 76.0       |
| Part time | 24        | 24.0       |
| Total     | 100       | 100.0      |

Other profile to be considered is the employment category of the respondents. Majority of them belongs to non-regular teaching personnel.

**Table III Employment Category**

| Category    | Frequency | Percentage |
|-------------|-----------|------------|
| Regular     | 10        | 10.0       |
| Non-regular | 90        | 90.0       |
| Total       | 100       | 100.0      |

The length of teaching service is enumerated in Table IV. Most of the respondents had been at LPU-Cavite for two years.

**Table IV Length of Teaching Service**

| Length           | Frequency | Percentage |
|------------------|-----------|------------|
| Less than 1 year | 19        | 19.0       |
| 1 year           | 7         | 7.0        |
| 2 years          | 27        | 27.0       |
| 3 years          | 15        | 15.0       |
| 4 years          | 14        | 14.0       |
| 5 years          | 18        | 18.0       |
| Total            | 100       | 100.0      |

Respondents' gender was dominated by female as shown in Table V. Only forty-four respondents were male.

**Table V Respondents Sex**

| Sex    | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 44        | 44.0       |
| Female | 56        | 56.0       |
| Total  | 100       | 100.0      |

The age bracket of teaching personnel as respondents was identified in Table VI. Most of the respondents belong to 31-40 years old.

**Table VI Respondents Age**

| Civil Status    | Frequency | Percentage |
|-----------------|-----------|------------|
| 21-30 years old | 34        | 34.0       |
| 31-40 years old | 41        | 41.0       |
| 41-50 years old | 14        | 14.0       |
| 51-60 years old | 11        | 11.0       |
| Total           | 100       | 100.0      |

Most of the respondents were married as exhibited in Table VII. Forty-four faculty members were single.

**Table VII Civil Status**

| Civil Status | Frequency | Percentage |
|--------------|-----------|------------|
| Single       | 44        | 44.0       |
| Married      | 56        | 56.0       |
| Total        | 100       | 100.0      |

The data gathered through the survey questionnaire were treated and interpreted through the use of the following statistical tools:

Frequency percentage was used to determine the profile of the respondents.

$$\text{Percentage (\%)} = \frac{f}{N} (100)$$

Where:

$f$  = frequency

$N$  = total number of respondents

Weighted mean was used to determine the possible reasons of faculty respondents why they applied at LPU-Cavite Campus; the reason why they enjoy working; and reason why they may leave the academe.

$$\bar{X}_w = \frac{\sum f \bar{X}}{N_t}$$

Where:

$\bar{X}_w$  = weighted mean

$f$  = frequency

$N_t$  = sum total of all samples  $N_s$

This list presents the scales used by the respondents in these assessments:

| Weight | Description         |      |
|--------|---------------------|------|
| 5      | - Strongly Agree    | (SA) |
| 4      | - Agree             | (A)  |
| 3      | - Neither           | (N)  |
| 2      | - Disagree          | (D)  |
| 1      | - Strongly Disagree | (SD) |

The following list presents the scales for the interpretation of the data:

| Scales        | Interpretation    |
|---------------|-------------------|
| 4.50 - 5.00 = | Strongly Agree    |
| 3.50 - 4.49 = | Agree             |
| 2.50 - 3.49 = | Neither           |
| 1.50 - 2.49 = | Disagree          |
| 1.00 - 1.49 = | Strongly Disagree |

Table VIII summarizes the rank of the means according to the rates given by the teaching personnel. The respondents “agree” on all the reasons why they applied at LPU-Cavite, however the top reason why they applied is the accessibility of transportation from their residence.

**Table VIII Reasons Why I Applied at LPU-Cavite Campus**

| I applied at LPU because...   | Mean | Interpretation | Rank |
|---|------|----------------|------|
| the accessibility of transportation from my residence                 | 4.35 | Agree          | 1    |
| the opportunity to develop my career at LPU-Cavite                    | 4.25 | Agree          | 2    |
| the school’s reputation and standing in the academic community        | 4.24 | Agree          | 3    |
| the safe and secured working environment                              | 4.23 | Agree          | 4    |
| the clean and green environment of LPU-Cavite                         | 4.14 | Agree          | 5    |
| the proximity of the university to my residence                       | 4.13 | Agree          | 6    |
| eye-catching structure of the buildings                               | 4.05 | Agree          | 7    |
| the population of college students can sustain its business operation | 4.04 | Agree          | 8    |
| someone I knew encouraged me to work at LPU-Cavite                    | 3.59 | Agree          | 9    |
| the student belongs to the middle class group                         | 3.55 | Agree          | 10   |

In Table IX exhibits the rank of the means according to the rates indicated by the faculty members in terms of reasons why they stayed at LPU-Cavite. The respondents “strongly agree” that they enjoyed working at the university because they established harmonious working relationships with their colleagues.

**Table IX Reasons Why I Stayed at LPU-Cavite Campus**

| I enjoyed working at LPU because...  | Mean | Interpretation | Rank |
|--|------|----------------|------|
| my colleagues and I have established harmonious working relationship                 | 4.51 | Strongly Agree | 1    |
| it has good working condition  | 4.44 | Agree          | 2    |
| my superior treated me fairly  | 4.42 | Agree          | 3    |
| the classroom has centralized air-condition unit and built-in projector              | 4.37 | Agree          | 4    |
| I had a suitable teaching schedule in terms of subject, day, and time                | 4.14 | Agree          | 5    |
| the management awarded good performers – perfect attendance and teaching performance | 3.91 | Agree          | 6    |
| the management provided opportunities for career development (promotion from within) | 3.90 | Agree          | 7    |
| the management seeks feedback from parents and students                              | 3.69 | Agree          | 8    |
| the management seeks feedback from the faculty                                       | 3.62 | Agree          | 9    |
| my expected compensation is achieved   | 3.56 | Agree          | 10   |

Demonstrated in Table X the reasons why faculty members may leave LPU-Cavite. The respondents “agree” on seven factors, and replied “neither” on three remaining factors. The top reason why the teaching personnel may leave LPU-Cavite is that there are better opportunities for career development offered by other institution.

**Table X Reasons Why I May Leave LPU-Cavite Campus**

| I may leave LPU-Cavite if...  | Mean | Interpretation | Rank |
|---|------|----------------|------|
| there are better opportunities for career development offered by other institutions | 4.02 | Agree          | 1    |
| there is better compensation package offered by other institutions                  | 3.86 | Agree          | 2.5  |
| the management does not offer job security  | 3.86 | Agree          | 2.5  |
| the management does not recognize satisfactory performance                          | 3.76 | Agree          | 4    |
| I do not get much-needed support from the management                                | 3.75 | Agree          | 5.5  |
| I may change residence and that would affect travel time                            | 3.75 | Agree          | 5.5  |
| my career goals did not meet in my present line of work                             | 3.69 | Agree          | 7    |
| my teaching schedule does not fit within my preference                              | 3.40 | Neither        | 8    |
| my working relationship with my immediate superior gets cold                        | 3.28 | Neither        | 9    |
| the working relationship with colleagues gets worse                                 | 3.25 | Neither        | 10   |

## 5. CONCLUSION

Based on the data gathered, the researcher has drawn the following conclusions:

1. The individual applied at LPU-Cavite Campus because of the convenience in terms of accessibility of transportation to their residence, and they believed that they had a chance to develop their career in this institution. The school's reputation and standing in the academic community were also considered by the applicants. The eye catching structure of the building does not get too much attention on the part of the applicant since it landed on the seventh spot.
2. Teaching personnel enjoy working at LPU-Cavite campus because of the feeling of belongingness since they have established harmonious working relationship with their colleagues. The faculty also considered the good working condition that the management provides, and the fair treatment by their superior. The last consideration why they enjoy working is that their expected compensation is achieved. With this, teaching personnel give much weight on harmonious relationship and less on monetary values.
3. The faculty may intend to leave LPU-Cavite Campus if there are better opportunities for career development offered by other institutions. They also leave the institution if the management does not offer job security and there is a better compensation package offered by other institutions. The teaching personnel also seeks recognition for their satisfactory performance. They may leave the institution if they did not get much-needed support from the management. Another reason for leaving if they may change residence and that would affect travel time. Landed in the last spot reason for leaving is, if the working relationship with colleagues gets worse.

## 6. RECOMMENDATIONS

Based on the findings and conclusions, the researchers recommend the following:

1. Faculty who are leaving the school need to be replaced as the enrollment continue to increase. However, hiring new faculty is a situation in LPU because of the limited applicants from nearby towns and cities. Provisions for a boarding house can solve the problem as applicants from distant places can now work with the university as accessibility will not be a problem.
2. Faculty members tend to stay with the university because of they enjoy the camaraderie with their colleague. LPU should maintain this atmosphere through team building activities, like Laro ng Lahi conducted during the foundation week, seminars and training were all faculty members were gathered together, and other similar activities. Likewise, the annual team building of each college should be continued and be given more assistance.
3. The top causes of attrition intent among faculty are the better career opportunities and compensation package from other institutions. To arrest this concerns, the university should conduct benchmarking of the best practices of other

schools along this line so that it could match, if not exceed, what other schools can offer in terms of career development and compensation package being the number one and number two reasons for the faculty to leave LPU in the future.

4. A comprehensive faculty development program should be implemented to include provision for both local and international scholarship for job related trainings and studies to enhance career development of faculty members. In return, a service return agreement, the duration of which is relative to the investment of the University for the Scholarship Grant, shall be signed by the faculty.

5. The study is prospective in nature, a separate retroactive study on faculty attrition, (the respondents are those who leave the university) to validate the results of this study could be done.

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## APPENDICES

### Appendix - A

#### Survey Questionnaire:

#### I. Respondents Personal Profile

Direction: Kindly write an "x" mark in the space provided that suits you.

1. College:  
CAS ( )                                      | CBA ( )                                      | CITHM ( )                                      | COECSA ( )
2. Employment Category at LPU – Cavite Campus:  
Full-time ( )                                      | Part-time ( )
3. Employment Status at LPU:  
Regular ( )                                      | Non-regular ( )
4. Length of teaching service at LPU – Cavite Campus:  

|                      |             |
|----------------------|-------------|
| Less than 1 year ( ) | 3 years ( ) |
| 1 year ( )           | 4 years ( ) |
| 2 years ( )          | 5 years ( ) |
5. Sex:  
Male ( )                                      | Female ( )
6. Age:  

|                     |                     |
|---------------------|---------------------|
| 21-30 years old ( ) | 41-50 years old ( ) |
| 31-40 years old ( ) | 51-60 years old ( ) |
7. Civil Status:  
Single ( )                                      | Married ( )

Below are possible reasons why an individual applied at LPU – Cavite Campus together with the reasons of continued employment, and also indicate your reasons why you wish to leave the institution. Kindly rate each item according to your preference/observation by putting an "x" mark on the appropriate number.



Legend:

5 – Strongly Agree

4 – Agree

3 – Neither

2 – Disagree

1 – Strongly Disagree

**II. Reason why I applied at LPU – Cavite Campus:**

| I applied at LPU because...  | SA | A | N | D | SD |
|--|----|---|---|---|----|
| 1. eye-catching structure of the buildings                               | 5  | 4 | 3 | 2 | 1  |
| 2. the clean and green environment of LPU-Cavite                         | 5  | 4 | 3 | 2 | 1  |
| 3. the safe and secured working environment                              | 5  | 4 | 3 | 2 | 1  |
| 4. the school's reputation and standing in the academic community        | 5  | 4 | 3 | 2 | 1  |
| 5. the accessibility of transportation from my residence                 | 5  | 4 | 3 | 2 | 1  |
| 6. the proximity of the university to my residence                       | 5  | 4 | 3 | 2 | 1  |
| 7. the student belongs to the middle class group                         | 5  | 4 | 3 | 2 | 1  |
| 8. the population of college students can sustain its business operation | 5  | 4 | 3 | 2 | 1  |
| 9. the opportunity to develop my career at LPU-Cavite                    | 5  | 4 | 3 | 2 | 1  |
| 10. someone I knew encouraged me to work at LPU – Cavite                 | 5  | 4 | 3 | 2 | 1  |

Other reason (please specify):

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**III. Reason why I stayed at LPU – Cavite Campus:**

| I enjoyed working at LPU because...   | SA | A | N | D | SD |
|---|----|---|---|---|----|
| 1. I had a suitable teaching schedule in terms of subject, day, and time                | 5  | 4 | 3 | 2 | 1  |
| 2. the management provided opportunities for career development (promotion from within) | 5  | 4 | 3 | 2 | 1  |
| 3. the management awarded good performers – perfect attendance and teaching performance | 5  | 4 | 3 | 2 | 1  |
| 4. it has good working condition  | 5  | 4 | 3 | 2 | 1  |
| 5. the classroom has centralized air-condition unit and built-in projector              | 5  | 4 | 3 | 2 | 1  |
| 6. my colleagues and I have established harmonious working relationship                 | 5  | 4 | 3 | 2 | 1  |
| 7. my superior treated me fairly  | 5  | 4 | 3 | 2 | 1  |
| 8. my expected compensation is achieved   | 5  | 4 | 3 | 2 | 1  |
| 9. the management seeks feedback from parents and students                              | 5  | 4 | 3 | 2 | 1  |
| 10. the management seeks feedback from the faculty                                      | 5  | 4 | 3 | 2 | 1  |

Other reason (please specify):

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**IV. Turnover intent factors:**

| I may leave LPU – Cavite if...  | SA | A | N | D | SD |
|---|----|---|---|---|----|
| 1. I may change residence and that would affect travel time                             | 5  | 4 | 3 | 2 | 1  |
| 2. I do not get much-needed support from the management                                 | 5  | 4 | 3 | 2 | 1  |
| 3. the management does not recognize satisfactory performance                           | 5  | 4 | 3 | 2 | 1  |
| 4. the management does not offer job security   | 5  | 4 | 3 | 2 | 1  |
| 5. my teaching schedule does not fit within my preference                               | 5  | 4 | 3 | 2 | 1  |
| 6. my working relationship with my immediate superior gets cold                         | 5  | 4 | 3 | 2 | 1  |
| 7. the working relationship with colleagues gets worse                                  | 5  | 4 | 3 | 2 | 1  |
| 8. my career goals did not meet in my present line of work                              | 5  | 4 | 3 | 2 | 1  |
| 9. there is better compensation package offered by other institutions                   | 5  | 4 | 3 | 2 | 1  |
| 10. there are better opportunities for career development offered by other institutions | 5  | 4 | 3 | 2 | 1  |

Other reason (please specify):

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