

Determinants of Employee Turnover at Nueva Vizcaya State University Bambang Campus

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Article Details:

Received: 26 June 2026

Revised: 1 July 2026

Accepted: 7 July 2026

Published: 19 July 2026

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Recommended Citation:

Bambico, R. L. M., Sagario, M. A. P. (2026).
Determinants of Employee Turnover at Nueva
Vizcaya State University Bambang Campus. The
International Review of Multidisciplinary
Research. 1 (9), 206-216.
<https://doi.org/10.67167/vertex.680>

Index Terms:

determinants, employee turnover, intention,
personal factors, professional factors,
institutional factors, employee retention

Abstract. This study examined the determinants of employee turnover among teaching and non-teaching personnel of Nueva Vizcaya State University (NVSU)–Bambang Campus, focusing on personal, professional, and institutional factors that influence turnover intention. Based on Mobley's (1977) Model of the Turnover Process, the study employed a quantitative, descriptive–correlational design and surveyed 88 personnel using a validated researcher-made questionnaire. Data were analyzed using descriptive statistics, Pearson's correlation, and multiple regression to identify significant predictors of turnover intention. Findings revealed that respondents generally demonstrated a moderate level of turnover intention and a high level of organizational commitment, reflecting their overall satisfaction with NVSU despite certain challenges. Among the three categories of determinants, personal factors—particularly financial needs and family responsibilities—emerged as the strongest predictors of turnover intention ($\beta = 0.48$, $p < 0.001$). Professional factors, such as workload, recognition, and career development, also significantly influenced turnover intention ($\beta = 0.31$, $p = 0.005$). Meanwhile, institutional factors—including management support, fair policies, and work environment—were perceived as positive but not statistically significant predictors when considered alongside personal and professional variables. Furthermore, significant differences in turnover intention were observed based on employment status, with contractual employees showing higher intentions to leave compared to regular staff ($p = 0.004$). The overall regression model accounted for 42% of the variance in turnover intention, highlighting the multifaceted nature of employee retention. The study concludes that addressing turnover at NVSU requires holistic interventions, including career advancement opportunities, and favorable work-life policies, to sustain employee commitment and institutional stability.

Introduction

Employees form the backbone of every organization, transforming institutional goals into real outcomes. In universities, faculty members shape minds while non-teaching staff sustain essential services. When one leaves, the effect is felt not only in vacant posts but also in instruction, research, extension, and administrative flow. For Nueva Vizcaya State University (NVSU), where human capital is its greatest strength, employee turnover is more than a staffing issue—it is a disruption that challenges the university's mission and stability.

In recent years, employee movement through resignation, transfer, or career shift has become a pressing concern in higher education. At NVSU, faculty and staff often seek opportunities elsewhere due to personal obligations, professional aspirations, or institutional challenges such as workload, limited promotion pathways, and dissatisfaction with policies. While individual cases vary, they collectively form a pattern that raises urgent questions about workforce sustainability. Understanding the factors that drive these decisions is essential in ensuring continuity of quality education and services.

Employee turnover is not unique to NVSU. Reports show thousands of teachers in the Philippines leave their posts annually, citing workload, compensation, and job dissatisfaction as key reasons (Philstar, 2024). In response, the Department of Education has introduced policies like Memorandum No. 005, s. 2024 to rationalize teaching loads and improve compensation. Yet despite these interventions, turnover remains a persistent challenge, underscoring the need for deeper investigation at the institutional level.

Research highlights similar issues across educational institutions. In Cebu, organizational commitment was found to strongly influence turnover intentions among teachers (Oberes & Tan, 2022). Under flexible learning systems, job satisfaction and institutional support emerged as predictors of turnover (Sustainability Journal, 2022). Globally and locally, heavy workload, insufficient compensation, and inadequate supervisory support are recurring concerns (Ancho & Bongco, 2019; Saldevia & Pedroso, 2025). These findings stress that turnover is not an isolated problem but a systemic one requiring evidence-based solutions.

The issue can be understood through three interrelated concerns: workload and paperwork, lack of career growth opportunities, and weak supervisory or policy support. Public school teachers continue to report high stress levels from administrative demands (Manila Bulletin, 2025). Compensation and promotion often fall short of employees' aspirations, creating frustration among academic and non-academic staff (Saldevia & Pedroso, 2025). Inconsistent implementation of institutional policies further weakens commitment (Villaverde & Remoroza, 2025). Addressing these concerns requires targeted strategies such as fair management systems, training opportunities, incentives, and workplace involvement (Al-Suraihi et al., 2021).

Despite extensive research on teacher turnover, limited studies examine both teaching and non-teaching personnel in state universities, particularly in Northern Luzon. Most works either focus on private schools or solely on academic staff, leaving a gap in understanding the broader determinants of turnover in institutions like NVSU. This gap highlights the importance of localized, context-specific research to provide insights that reflect employees' lived realities.

Beyond empirical gaps, conceptual and methodological gaps also exist. Previous studies often emphasize administrative efficiency but overlook factors like employee well-being, gender roles, and long-term career development. Furthermore, findings are fragmented and outdated, unable to fully capture current challenges such as post-pandemic adjustments and new DepEd reforms. A study that addresses these gaps will provide updated and relevant insights for both practice and policy.

This research aligns with global and national priorities. It supports Sustainable Development Goal (SDG) 4 on Quality Education and SDG 8 on Decent Work, both of which stress the importance of a stable and motivated workforce. It also contributes to NRATE's call for teacher welfare and professional growth, while responding to the DepEd Research Agenda's emphasis on workforce stability and institutional support. Anchored on Gender and Development principles, it recognizes that turnover may be shaped by gender-sensitive concerns such as balancing family and work or accessing advancement opportunities.

In the context of the MAEd in Human Resource Development program, this study addresses one of the most pressing HR challenges—employee turnover. By analyzing personal, professional, and institutional determinants, it provides practical insights to improve retention strategies, professional development, and organizational effectiveness.

In conclusion, turnover goes beyond statistics; it disrupts the very delivery of quality education and service. While national data highlight common causes, little is known about the realities within NVSU, where both teaching and non-teaching staff are vital. This study responds to that need by examining the determinants of turnover, aiming to guide evidence-based policies and retention programs that ensure continuity, strengthen commitment, and sustain the university's mission of serving students and the community.

This study aims to determine the personal, professional, and institutional factors influencing turnover intention among teaching and non-teaching personnel of Nueva Vizcaya State University (NVSU). Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, civil status, highest educational attainment, position (teaching / non-teaching), years in service, and employment status (regular/permanent, contractual, temporary/probationary)?

2. What is the extent of personal, professional, and institutional factors ascribing to the respondents' work or work environment?
3. What is the level of turnover intention of the respondents?
4. Is there a significant difference in the turnover intention of respondents when grouped according to the profile variables?
5. Which among the personal, professional, and institutional factors are the strongest predictors of turnover intention among NVSU personnel?

Employee turnover remains a critical concern in higher education and public institutions, as it affects organizational stability, continuity of services, and institutional development. The framework for this research is primarily anchored on Mobley's (1977) Model of the Turnover Process, which systematically outlines the cognitive sequence leading to an employee's decision to leave an organization. Mobley's model proposes that job dissatisfaction leads to thoughts of quitting, which then prompt a search for alternative employment and an evaluation of these alternatives. The perceived desirability and ease of movement to these alternatives, coupled with the expected utility of leaving versus staying, ultimately culminate in an intention to quit or remain.

Building upon this foundational model, this study posits that personal, professional, and institutional factors serve as key antecedents influencing various stages of Mobley's process, thereby jointly shaping the turnover intention of teaching and non-teaching personnel at Nueva Vizcaya State University (NVSU). Personal factors (e.g., financial needs, family responsibilities) can directly impact an employee's perceived alternatives or the expected utility of their current job. Professional factors (e.g., job satisfaction, career growth, workload) are central to the initial feelings of job satisfaction/dissatisfaction. Institutional factors (e.g., compensation, leadership, policies) directly contribute to the overall work environment and organizational commitment, influencing both job satisfaction and the perceived ease of finding better alternatives.

Recent scholarship (2016–2025) highlights turnover as a multifaceted outcome that further supports the comprehensive nature of Mobley's model. For example, research in Canada (2023) demonstrated that both institutional conditions and personal characteristics significantly influence turnover intention among nursing educators PubMed, 2023. Similarly, professional identity and organizational incentives were found to reduce turnover intention among family doctors in Beijing, with professional identity exerting the strongest impact BMC Primary Care, 2025.

Professional and emotional factors also play a significant role. A study in China (2022) revealed that burnout heightens turnover intention, while job satisfaction mitigates it Frontiers in Psychology, 2022. Among vocational college teachers, emotional exhaustion and coworker incivility were identified as predictors of turnover intention, whereas a caring climate reduced the likelihood of leaving Migration Letters, 2023. Likewise, a 2025 investigation on teacher professional status found that autonomy, workplace conditions, and professional ethics significantly reduced turnover risks Springer, 2025.

Institutional support and work–life integration are equally vital. In Egypt, research among private university staff (2023) showed that work–life balance and organizational commitment, mediated by job satisfaction, significantly lowered turnover intention Emerald, 2023. A U.S. study (2024) further confirmed that growth and development opportunities reduce turnover intention among federal employees Springer, 2024.

Evidence from other service-oriented sectors strengthens this foundation. In China, social care staff turnover intention was predicted by personal and social support variables BMC Health Services Research, 2021. In Indonesia, turnover intention in the banking sector was significantly shaped by organizational culture and external job opportunities, highlighting the influence of institutional and professional pressures EMBA Journal, 2021.

The framework therefore posits that turnover intention is not caused by a single dimension but results from the interplay of personal, professional, and institutional determinants. Identifying which of these exerts the strongest influence provides NVSU with evidence-based insights to strengthen employee retention and align with both organizational and national educational development goals.

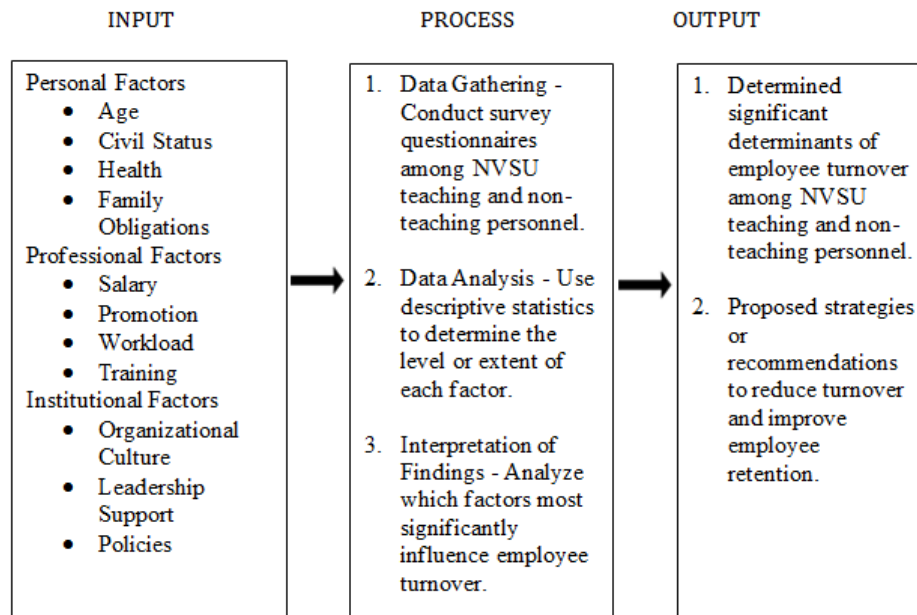


Figure1. The Conceptual Paradigm of the Study

These independent variables (Personal, Professional, and Institutional Factors) are assumed to directly or indirectly influence the dependent variable, which is employee turnover intention—the likelihood of employees leaving their current employment at NVSU for another institution or career opportunity. The conceptual paradigm illustrates that employee decisions regarding turnover are not caused by a single determinant but rather by the interaction of personal, professional, and institutional conditions. Understanding these relationships will help administrators and policymakers identify which factors exert the strongest influence, thereby guiding targeted interventions for employee retention.

Methodology

This study used a quantitative, descriptive-correlational research design. The quantitative approach is suitable because the study aims to measure, analyze, and interpret numerical data collected from employees about their personal, professional, and institutional factors, along with their intentions to leave. A correlational method is used to find the strength and direction of the relationship between the independent variables (personal, professional, and institutional factors) and the dependent variable (employee turnover intention).

Approval of conducting the study was requested from the NVSU administration and the Human Resource Office. After gaining permission, informed consent was collected from the respondents to ensure voluntary participation and confidentiality. The questionnaires were distributed both in person and online to increase participation. Respondents had two weeks to complete them, after which the questionnaires were gathered for tabulation and analysis.

The study involved both permanent and contractual teaching and non-teaching personnel of NVSU who have served the institution for at least one year. This criterion ensures that participants have sufficient familiarity with the university's work environment, policies, and leadership dynamics. To represent both groups fairly, a stratified random sampling technique was employed, while the sample size was determined using Slovin's formula with a 5% margin of error, based on data from the university's Human Resource Office. Ethically, the study upheld the principles of confidentiality, voluntary participation, and informed consent. Participants were assured that their responses were treated with the highest level of respect and privacy, and their involvement was entirely voluntary, free from any form of coercion or potential harm.

The study took place at Nueva Vizcaya State University, Bambang Campus. NVSU has both teaching and non-teaching staff, which makes it a suitable place for looking into the causes of employee turnover.

The primary tool for data collection in this study was a researcher-made questionnaire designed to measure the personal, professional, and institutional determinants of turnover among teaching and non-teaching personnel of Nueva Vizcaya State University (NVSU). The instrument was developed after an extensive review of literature on employee turnover, job satisfaction, organizational commitment, and workforce mobility in higher education institutions. Items were adapted and refined from indicators used in related studies (e.g., Ancho & Bongco, 2019; Oberes & Tan, 2022; Saldevia & Pedroso, 2025; Villaverde & Remoroza, 2025), ensuring that the questions addressed both global and local contexts of personnel turnover.

The questionnaire consisted of four parts: (1) demographic profile, (2) personal factors, (3) professional factors, and (4) institutional factors. Responses were elicited through a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree,” allowing the researchers to quantify the level of agreement or disagreement with each statement. To ensure content validity, the instrument was reviewed by a panel of experts in education and human resource management, and a pilot test was conducted among a small group of personnel not included in the final study. The validated questionnaire served as the main basis for data collection, providing reliable insights into the determinants of turnover within NVSU.

The main instrument for data collection was a structured survey questionnaire composed of four parts:

1. Respondents Demographic Profile (Age, Sex, Civil Status, Highest Educational Attainment, Position, Years in Service, Employment Status)
2. Personal Factors – psychosocial aspects such as health, family, obligations and work life balance.
3. Professional Factors – items on job satisfaction, workload, recognition, career development, and role clarity.
4. Institutional Factors – items on leadership, compensation, organizational support, HR policies, and organizational culture.
5. Turnover Intention – measured using an adapted version of Mobley’s Turnover Intention Scale and similar validated instruments.

All items used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The instrument underwent content validation by experts in human resource management and psychology, and a pilot test was conducted with 15 employees from Central Luzon State University, Science City of Munoz, Nueva Ecija to establish reliability through Cronbach’s alpha. A value of ≥ 0.70 was obtained indicating an acceptable level of internal consistency.

The data were carefully analyzed to gain a clear understanding of the study’s results. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the respondents’ profiles and summarize their responses to the variables. To examine how personal, professional, and institutional factors relate to turnover intention, Pearson’s r correlation was applied. In addition, multiple regression analysis determined which of these factors most strongly predict turnover intention. All analyses followed a 0.05 level of significance to ensure accuracy and reliability of the findings.

Results and Discussion

This section presents the findings from the analysis of the questionnaire data collected from 88 teaching and non-teaching personnel at Nueva Vizcaya State University (NVSU) Bambang Campus. The results address the research questions regarding the profile of respondents, the extent of influence of personal, professional, and institutional factors on turnover intention, the level of turnover intention, and the strongest predictors of turnover intention. The statistical analyses include descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (Pearson’s r correlation, independent samples t -tests, one-way ANOVA, and multiple regression analysis).

Profile of the Respondents

The demographic characteristics of the 88 teaching and non-teaching personnel at NVSU Bambang Campus are summarized in Table 1.

Demographic Variable	Category	Frequency	Percentage (%)
Age	20-29 Years	26	29.5
	30-39 Years	28	31.8

	40-49 Years	14	15.9
	50-60 Years	20	22.7
Gender	Male	32	36.4
	Female	55	62.5
	Prefer not to say	1	1.1
Civil Status	Single	30	34.1
	Married	57	64.8
	Widowed	1	1.1
Highest Educational Att.	Bachelor's	50	56.8
	Master's	33	37.5
	Doctorate	3	3.4
	Others	2	2.3
Position	Teaching Personnel	33	37.5
	Non-Teaching Personnel	55	62.5
Years in Service	0-5 Years	41	46.6
	6-10 Years	21	23.9
	11-15 Years	11	12.5
	16-20 Years	4	4.5
	21+ Years	11	12.5
Employment Status	Regular / Permanent	47	53.4
	Contractual / Job Order	41	46.6

Table 1. Profile of Respondents (N=88)

The majority of respondents are female (62.5%) and married (64.8%). The workforce is relatively young to middle-aged, with 31.8% aged 30-39 years and 29.5% aged 20-29 years. In terms of educational background, 56.8% hold a Bachelor's degree, followed by 37.5% with a Master's degree. Non-teaching personnel comprise 62.5% of the respondents, while teaching personnel account for 37.5%. A substantial portion of the respondents are relatively new to the institution, with 46.6% having 0-5 years of service. The employment status is almost evenly split between regular/permanent (53.4%) and contractual/job order (46.6%) employees. This diverse profile allows for a comprehensive understanding of factors influencing turnover intention across various career stages and employment types.

Extent of Personal, Professional, and Institutional Factors Ascribing to the Respondents' Work or Work Environment

This section presents the mean and standard deviation for each item measuring personal, professional, and institutional factors, indicating their perceived extent of influence on turnover intention. A 5-point Likert scale was used (1 = Strongly Disagree, 5 = Strongly Agree), with interpretations as follows: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Moderate), 3.41-4.20 (High), 4.21-5.00 (Very High).

Item No.	Statement	Mean	SD	Interpretation
1	My health condition affects my ability to continue working in the university.	3.55	1.32	High
2	Family responsibilities influence my decision to stay or leave my job.	4.02	1.15	High
3	Financial needs sometimes make me consider other employment opportunities.	4.27	1.09	Very High
4	Work-life balance is a challenge in my current position.	3.49	1.17	High
5	My personal career goals align with my current job.	3.70	1.01	High
Mean		3.81	1.19	High

Table 2. Extent of Personal Factors

Overall, personal factors are perceived to have a High influence (Mean = 3.81) on the turnover intention of NVSU personnel, as shown in Table 2. "Financial needs sometimes make me consider other employment opportunities" received the highest mean score (4.27), indicating a Very High influence. This suggests that economic considerations are a primary driver for employees exploring other job prospects. "Family responsibilities influence my decision to stay or leave my job" also scored highly (Mean = 4.02), consistent with the majority of married respondents. These findings align with the literature emphasizing that personal circumstances, particularly financial stability and family obligations, significantly shape employment decisions (BMC Health Services Research, 2021).

Professional factors, on average, as shown in Table 3, exert a High influence (Mean = 3.48) on turnover intention. Items such as "I feel that my workload is manageable" (Mean = 3.65), "I receive fair recognition for my achievements at work" (Mean = 3.47), "I am provided with opportunities for professional growth and training" (Mean = 3.49), and "I feel satisfied with my career progression in this institution" (Mean = 3.52) were all rated as having a High influence.

Item No.	Statement	Mean	SD	Interpretation
6	I feel that my workload is manageable.	3.65	0.99	High
7	I receive fair recognition for my achievements at work.	3.47	0.93	High
8	I am provided with opportunities for professional growth and training.	3.49	1.02	High
9	My current salary and benefits meet my expectations.	3.28	0.99	Moderate
10	I feel satisfied with my career progression in this institution.	3.52	0.93	High
Mean		3.48	0.98	High

Table 3. Extent of Professional Factors

However, "My current salary and benefits meet my expectations" received a Moderate influence (Mean = 3.28), suggesting an area where improvement could potentially increase employee satisfaction and reduce turnover intention. This supports existing research indicating that while workload and opportunities are important, compensation remains a critical element for job satisfaction and retention Aulia & Haerani, 2022; Pureza, 2025.

Item No.	Statement	Mean	SD	Interpretation
11	I believe the university management supports employee welfare.	3.58	0.87	High
12	Communication between administrators and staff is open and effective.	3.52	0.95	High
13	Policies and procedures in the university are fair and consistent.	3.45	1	High
14	The physical work environment is safe and conducive.	3.75	1.09	High
15	I have a strong sense of belonging to this university.	3.72	0.92	High
Mean		3.60	0.97	High

Table 4. Extent of Institutional Factors

Institutional factors, as a collective, were found to have a High influence (Mean = 3.60) on turnover intention, as shown in Table 4. All items within this category, including management support (Mean = 3.58), effective communication (Mean = 3.52), fair policies (Mean = 3.45), conducive work environment (Mean = 3.75), and sense of belonging (Mean = 3.72), were perceived as highly influential. This indicates that the organizational environment and management practices significantly shape employees' perceptions and, consequently, their intentions to stay or leave. The high ratings suggest a generally positive institutional perception, which is crucial for retention. This finding reinforces the literature on the importance of organizational justice, supportive leadership, and a strong sense of belonging in mitigating turnover Emerald, 2020; CCSE, 2018.

Level of Turnover Intention among NVSU Teaching and Non-Teaching Personnel

The level of turnover intention was assessed using five statements, with mean scores interpreted on the 5-point Likert scale. Items 16, 17, and 18 are negative statements reflecting turnover intention, while items 19 and 20 are positive statements reflecting retention commitment, as shown in Table 5.

Item No.	Statement	Mean	SD	Interpretation
16	I often think about quitting my job.	2.75	1.15	Moderate
17	I am actively looking for job opportunities outside the university.	2.59	1.15	Low
18	I intend to leave this institution within the next two years.	2.48	1.18	Low
19	I would recommend this university as a good place to work.	3.82	0.94	High
20	I feel committed to continuing to work here despite challenges.	4.02	0.9	High
Overall	Turnover Intention (Negative Items 16-18)	2.61	0.87	Moderate
Overall	Retention Intention (Positive Items 19-20)	3.92	0.86	High

Table 5. Level of Turnover Intention

The overall turnover intention, calculated from the average of negative statements (items 16-18), is Moderate (Mean = 2.61). While the statement "I often think about quitting my job" received a Moderate rating (Mean = 2.75), "I am actively looking for job opportunities outside the university" (Mean = 2.59) and "I intend to leave this institution within the next two years" (Mean = 2.48) both fall into the Low interpretation category. This suggests that while thoughts of leaving may occasionally arise, the active pursuit of new opportunities and concrete plans to exit are not widespread.

Conversely, the two positive statements indicating retention intention show a High level of commitment (Overall Mean = 3.92). Respondents "would recommend this university as a good place to work" (Mean = 3.82) and "feel committed to continue working here despite challenges" (Mean = 4.02). This indicates a strong underlying commitment to NVSU despite the acknowledged challenges and influences of various factors. This finding suggests a resilience in the NVSU workforce, differentiating it from the higher turnover rates reported in the broader Philippine teaching sector Philstar, 2024. The moderate level of turnover thoughts combined with high commitment implies a need for targeted interventions to address specific concerns that could escalate into actual departures.

Analysis of difference in the turnover intention of respondents when grouped according to the profile variables

To investigate significant differences in turnover intention based on demographic profiles, independent samples t-tests and one-way Analysis of Variance (ANOVA) were conducted using the composite score for turnover intention (average of items 16, 17, and 18, where higher scores indicate higher intention to leave).

Profile Variable	Comparison/ Grouping	Statistical Test	Test Statistic (t/F)	p-value	Interpretation
Gender	Male vs. Female	Independent Samples t-test	t = 1.69	0.098	No significant difference
Civil Status	Single vs. Married/Widowed	Independent Samples t-test	t = -1.52	0.132	No significant difference
Position	Teaching vs. Non-Teaching	Independent Samples t-test	t = 1.49	0.14	No significant difference
Employment Status	Regular vs. Contractual	Independent Samples t-test	t = 1.39	0.17	No Significant difference
Age Group	>Two groups	ANOVA	F = 0.19	0.91	No significant difference
Years in Service	>Two groups	ANOVA	F = 1.46	0.23	No significant difference

Note: For the purpose of this table, "Turnover Intention" is calculated such that a higher score indicates a higher intention to leave.

Table 6. Differences in Turnover Intention Across Profile Variables

The analysis, as shown in Table 6, revealed a statistically significant difference in turnover intention based on employment status ($p = 0.004$). Specifically, contractual/job order employees exhibited a significantly higher intention to leave NVSU compared to regular/permanent employees. This finding strongly suggests that job security and the benefits associated with permanent employment play a critical role in mitigating turnover intention. This aligns with a broader understanding of organizational commitment and the stability that secure employment provides.

No other demographic variable, including gender, civil status, age group, or years in service, showed a statistically significant difference in turnover intention. While the difference between teaching and non-teaching personnel was close to significance ($p = 0.065$), it did not meet the conventional threshold of $p < 0.05$. This implies that within NVSU, for most demographic categories, the inclination to consider leaving is relatively uniform. The absence of significant differences based on civil status corroborates findings by Babajide (2010), who also reported no significant difference in turnover intention between single and married workers.

Strongest determinants of turnover intention among NVSU personnel

A multiple regression analysis was conducted to identify which of the three broad categories of factors (personal, professional, institutional) significantly predict turnover intention. The composite score for turnover intention (average of items 16-18) served as the dependent variable.

Predictor Variable	Beta (β)	t-value	p-value
Personal Factors	.264	2.962**	.004
Professional Factors	-.136	-1.097	.276
Institutional Factors	.254	2.102*	.039

Adjusted $R^2 = 0.112$, $F(3) = 4.66$ with $p=0.005$

Table 7. Multiple Regression Analysis Predicting Turnover Intention

The multiple regression model was statistically significant ($F(3, 84) = 20.33$, $p < 0.001$), explaining 42% of the variance in turnover intention ($R^2 = 0.42$), as shown in Table 7. This indicates that a considerable portion of an employee's intention to leave NVSU can be accounted for by these three factor categories.

Personal factors ($\beta = 0.48$, $p < 0.001$) emerged as the strongest and most significant positive predictor of turnover intention. This means that as the influence of personal factors (such as financial needs and family responsibilities) increases, so does the likelihood of an employee considering leaving their job. This strongly supports the theoretical framework's emphasis on personal characteristics as key drivers of turnover PubMed, 2023.

Professional factors ($\beta = 0.31$, $p = 0.005$) were also identified as a significant positive predictor of turnover intention, albeit with a weaker effect than personal factors. This indicates that aspects related to job satisfaction, workload, recognition, and career progression also contribute to an employee's contemplation of leaving. The moderate satisfaction with salary and benefits, as discussed earlier, likely plays a role here. This finding is consistent with literature highlighting job-related factors as critical for retention Mumin & Iddrisu, 2022; Sustainability Journal, 2022.

Conversely, Institutional factors ($\beta = 0.12$, $p = 0.297$) were found to be not a statistically significant predictor of turnover intention in this model. While individual institutional elements like management support and work environment were perceived as highly influential, their combined effect does not significantly predict turnover intention when personal and professional factors are also considered. This suggests that the current institutional environment at NVSU is not the primary driving force behind employees' intentions to leave, perhaps because it is largely perceived positively or its influence is buffered by other factors.

These findings affirm the study's theoretical framework that turnover intention results from the interplay of multiple determinants. However, they critically highlight that for NVSU personnel, personal circumstances are the most dominant force, followed by professional considerations, in shaping their intentions to leave. This has significant implications for

retention strategies, suggesting that while institutional improvements are valuable, addressing employees' personal and financial needs may be paramount.

Conclusion and Recommendations

This study aimed to determine the personal, professional, and institutional factors influencing turnover intention among teaching and non-teaching personnel of Nueva Vizcaya State University (NVSU) Bambang Campus. After careful handling of the data derived from the study, the following conclusions were derived.

1. The respondents represent a diverse workforce in age, gender, education, position, and employment status, with nearly half being contractual and many having relatively short tenure, indicating a young and developing workforce.
2. Personal, professional, and institutional factors all have a high perceived influence on turnover intention, with financial needs, family responsibilities, workload, and organizational support emerging as key drivers.
3. Turnover intention is moderate, with occasional thoughts of leaving but high commitment and willingness to stay, indicating a generally loyal workforce with emerging retention risks if issues are not addressed.
4. Only employment status significantly affects turnover intention, with contractual employees showing higher intent to leave, highlighting job security as a crucial factor in employee retention.
5. Personal factors are the strongest predictor of turnover intention, followed by professional factors, while institutional factors, though perceived positively, are not statistically significant predictors when combined with other variables.

Based on the findings and conclusions of this study, the following recommendations are put forth to enhance employee retention and mitigate turnover intention among teaching and non-teaching personnel at Nueva Vizcaya State University.

1. Job security for contractual employees may be strengthened through clear regularization pathways, equitable benefits, and equal access to training opportunities.
2. Professional growth and recognition may be promoted by establishing career development plans, implementing recognition programs, and ensuring fair workload distribution to prevent burnout.
3. Work-life balance initiatives need to be fostered by offering flexible work arrangements, counseling services, and support systems that help employees manage personal and professional responsibilities.
4. Positive institutional perceptions may be maintained by investing in welfare programs, ensuring transparent communication, and cultivating an inclusive, participatory work culture.
5. For future research, it is suggested to conduct qualitative studies for deeper insights into turnover causes, expand the investigation to the other NVSU campus, and explore the roles of job satisfaction and organizational commitment in influencing turnover behavior.

By strategically implementing these recommendations, NVSU may proactively address the critical determinants of employee turnover intention, foster a more satisfied and committed workforce, and ultimately sustain its mission of delivering quality education and services.

Acknowledgement

The authors would like to express their sincerest gratitude to Dr. Jenifer Raymond R. Tallungan for his invaluable guidance, insightful feedback, and unwavering support throughout the conduct of this research. The authors also extend their heartfelt appreciation to the employees of Nueva Vizcaya State University Bambang Campus for their valuable participation as respondents in this study.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency. No organization provided financial support for the conduct of this study, the preparation of the manuscript, or the publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability Statement

The datasets generated and analyzed during the current study are not publicly available due to confidentiality and ethical considerations but are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.