The Faculty Turnover of Private Higher Education Institutions (PHEIs) in the Cities of Pangasinan

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ABSTRACT

Faculty members are the most valuable asset in any academic institution. This study entitled “The Faculty Turnover of Private Higher Education Institutions (PHEIs) in the Cities of Pangasinan” sought to determine the factors behind turnover. Specifically, it described profile of the respondents, status of faculty turnover, strategies employed and the development of a faculty retention plan as a model of human resource department offices of respondent PHEIs.

The study employed Quantitative Descriptive Cross-Sectional Survey research. It involved 14 PHEIs, four from Alaminos, four from Dagupan, four from San Carlos and two from Urdaneta City. It only took 14 HRD managers and 23 HR staff as respondents. A checklist survey questionnaire has been used as the data gathering tool. Frequency counts, percentages and means were the statistical tools employed.

Based on the study, the respondent PHEIs have been existing for several decades offering Accountancy, Business Administration, Criminology, Elementary Education, and Hospitality Management. All of the respondent PHEIs in the cities of Pangasinan have an existing human resource department. The programs which have the highest number of lost faculty are Business Administration, Secondary Education, and Elementary Education. Most of the respondents’ reason for leaving the institutions is seeking new challenge/desire for change. Respondent PHEIs perceived that the effective strategies are salary increase, giving scholarship grants, competitive benefits packages, giving rewards and recognition, and provision of faculty development programs. The faculty retention plan was based on the human resource development and maintenance programs that respondent PHEIs could use as a model of their HRD offices.

The study recommended that top management should focus on providing competitive compensation and benefits packages, unique incentives such as international scholarship grants, and flexible working schedules. Moreover, the proposed faculty retention plan should be used by HR managers of PHEIs as an instrument to address faculty turnover. Further research should also be conducted on faculty turnover in all Private Higher Education Institutions (PHEIs) in Pangasinan to vindicate the results covering all programs offered.

KEYWORDS: Faculty, Turnover, Private Higher Education Institutions (PHEIs)

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Introduction

It has been said that "a university is its faculty" and that the "excellence of a university is the excellence of its faculty" (Smith, 2004). This supports the statement, "excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties". Either way, the ability not only to attract top-quality and promising faculty but also to retain those currently employed has been, and will continue to be of paramount importance to institutions of higher education concerned with developing and maintaining quality programs (Bowen and Schuster, 2007). A competent faculty is central to institutional vitality and effectiveness (Clark and Lewis, 2003). Universities attempt to hire the highest quality faculty they can, but they are not always successful at retaining them (Ambrose, 2005).

"The well-being of the university depends on its ability to recruit and retain a talented professor". The lives of many are disrupted when a faculty member decides to leave a university. While some faculty turnover is necessary and can be healthy, unnecessary losses hurt the university (Faculty Retention, 2002). Bedeian (2007) believed that this is because “The achievements of a university’s faculty, more than any other factor, determine its quality” (p.10). Faculty members spend their lives working on behalf of students and public interest through their teaching, service, and research endeavors. Universities would be able to better serve all if these members were nurtured and received the "rewards and satisfaction that come from student learning and engagement, interaction with colleagues, earning tenure and rank, publishing research, service contributions, and disciplinary associations” (Rosser, 2000, p.306). Leaving a university or academia all together disrupts this course for the faculty member and for the university, so efforts should be made that unwanted losses will not occur. Some departure of faculty may be beneficial for a university because it may open up opportunities. Departures may also lead to new vitality within academic departments. Though positive outcomes may result from turnover, the causes can be negative. Unfortunately, “turnover may represent potentially serious institutional problems such as faculty dissatisfaction, loss of talent, noncompetitive salaries, and a negative organizational climate”(Zhou & Volkwein, 2004, p. 140). Alemu (2008) found in a multi-institutional study that almost two-thirds of faculty left not because of retirement, but for other reasons. He urged universities to look at the trends and issues impacting faculty turnover so that universities can be strategic about how to maximize their retention efforts as competition for labor increases.

The prime thrust of this research study was to understand the current situation of the faculty turnover which is a serious problem for the Private Higher Education Institutions (PHEIs) in Pangasinan. In addition, this study attempts to find out the primary reasons why faculty members leave the institution as well as the strategies employed in order to analyze and be able to develop a retention plan since “retaining the best faculty is fundamental to an institution’s academic quality.”
Related Works

A study on “Employee Retention and Turnover: Using Motivational Variables as a Panacea” by Michael O. Samuel and Crispen Chipunza, University of Fort Hare, South Africa, July 09, 2009. This research looked at the extent to which identified intrinsic and extrinsic motivational variables influenced the retention and reduction of employee turnover in both public and private sector organizations. The research was aimed at achieving the following objectives: identify and establish the key intrinsic and extrinsic motivational variables being used by selected public and private sector organizations in retaining their employees; determine the extent to which the identified intrinsic and extrinsic motivational variables are influencing employees' retention and turnover in the selected organizations; and make recommendations to management of the selected organizations on how to effectively retain employees and reduce turnover. The study adopted the cross-sectional survey research design, investigating the extent to which selected motivational variables influence employees' decision to either remain or quit an organization. Quantitative research design was used and this design was chosen because its findings are generalized and the data objective. The study examined two public and two private sector organizations in South Africa. The total population of the research comprised 1800 employees of the surveyed organizations with a sample size of 145 respondents. A self-developed questionnaire, measured on a Likert Scale was used to collect data from respondents. The questionnaire had a Cronbach alpha coefficient of $\alpha = 0.85$ suggesting that the instrument was reliable. The Chi-square test of association was used in testing the hypothesis of the study. The result showed that employees in both public and private sector organizations were, to a very large extent, influenced to stay in their respective organizations by a combination of intrinsic and extrinsic motivational factors. The following motivational variables were found to have significantly influenced employee retention in both the public and private sector organizations: training and development, challenging/interesting work, freedom for innovative thinking, and job security. Given the growing needs for organizations to retain its best employees in the face of competition, the findings of the study suggest that certain variables are crucial in influencing employees' decision to either leave or remain in an organization. Such variables include training and development, recognition/reward for good performance, a competitive salary package and job security. Nonetheless, the importance of other variables should not be under-estimated when formulating a retention policy.

Another study conducted by Rana Zeeshan Mubarak, Zaira Wahab, and Naveed R. Khan on “Faculty Retention in Higher Education Institutions of Pakistan” on February 2012. Based on this research, it aims to investigate the impact of “pay satisfaction” and the “opportunities of learning and growth” on faculty retention in private higher education institutions of Pakistan. The study is quantitative in nature. Primary data was collected through field survey method from 200 fulltime faculty members. Pearson correlation and regression analysis were
employed to examine the hypotheses of the study. Findings suggested that both of the independent variables have a significant impact on retention of faculty members whereas in higher education institutions opportunities of learning and growth have a higher impact as compared to pay satisfaction on faculty retention. Study proposed that both retention factors are indispensable and can play a vital role in retaining the faculty members. Research showed that the institutes or universities who are providing better opportunities for learning and growth in terms of teaching and research may more attract and retain faculty. The faculty members are opt for better remuneration however sometimes they may ignore it if their parent organization substantially contributes in their learning. The results showed the significant relationship of the pay satisfaction and opportunities of learning and growth with faculty retention, hence the model presented in the study is the significant predictor of retention among faculty members. Further the statistics showed that “opportunities of learning and growth” has contributed in the model more significantly hence can be a better retention strategy in today’s knowledge-based environment. The study proposed that educational sector organizations should provide learning and growth opportunities to their faculty members and may use it as a tool for retention. Moreover, policies should be drafted aligned with retention strategy. The institute and universities may get benefit from the results, presented in the study, and may increase their retention rate by implementing proper practices of pay satisfaction and opportunities of learning and growth.

A study at The Pennsylvania State University-Graduate School entitled, “Examining the Influences on Faculty Departure Intentions: A National Study Using National Study of Postsecondary Faculty-99” by Ying Zhou, December 2003. This research focuses on the dynamics of faculty satisfaction and intention to leave as an important institutional outcome and predictor of faculty turnover. It proposes a theoretical model of faculty turnover intentions and tests the model using the latest 1999 National Study of Postsecondary Faculty (NSOPF-99). The study focuses on full-time instructional faculty in research and doctoral institutions. Structural Equation Modeling (SEM) is used to identify and model the relationships among the variables associated with intended faculty departure. The study presents three path models, one for all faculty, one for tenured faculty and the last one for non-tenured faculty. The path models visualize the direct and indirect effects of demographic characteristics, institutional characteristics, and work experience and satisfaction variables on intention to leave. The top three strongest predictors of faculty departure intentions are seniority, satisfaction with job security, and satisfaction with compensation. Senior faculty members are less likely to seek another position than junior faculty. For tenured faculty, satisfaction with compensation is more important than satisfaction with job security; and for non-tenured faculty, vice versa. The total effects of these three variables outweigh the total effects of the rest of the variables in the model. Satisfaction with job autonomy, with resources and perceived institutional decline also have strong direct effects. Faculty’s work experience influences their intentions to leave, both directly and indirectly through its impact on job satisfaction. Teaching and service productivity, rather than research
productivity, is significantly related to turnover intentions. Compensation has strong indirect effect through its impact on every aspect of job satisfaction. The effects of personal characteristics and institutional characteristics variables are weak and indirect. The study also identifies five external "pull" factors but only finds one factor, extrinsic rewards, to be significantly related to intended departure. Although this study is limited by the available information in NSOPF-99, it has high generalizability. Using the results, policymakers can improve retention rate of high quality faculty by improving campus climate, changing financial or personnel policies, increasing faculty compensation or using merit pay, reassigning faculty workload, and providing incentives on teaching, research or service. These policies can be implemented at institutional level or at departmental level. The results of this study will provide empirical proof for scholars, institutional researchers and planners, and campus and system executives for their decision-making. NSOPF-99 has two parts: an institution survey and a faculty survey with a sample of 960 degree-granting colleges and universities and 28,704 faculty and instructional staff. The faculty survey gathered information regarding backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans of both full and part-time faculty. The institution survey collected information at the institutional level on such issues as faculty composition, turnover, recruitment, retention, and tenure policies. Only full-time instructional faculty in research and doctoral institutions were included in the analyses. NSOPF-99 has two parts: an institution survey and a faculty survey with a sample of 960 degree-granting colleges and universities and 28,704 faculty and instructional staff. The faculty survey gathered information regarding backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans of both full and part-time faculty. The institution survey collected information at the institutional level on such issues as faculty composition, turnover, recruitment, retention, and tenure policies. Only full-time instructional faculty in research and doctoral institutions were included in the analyses. A two-stage stratified clustered probability design was used to select the NSOPF-99 sample. The institution universe for the survey includes all Title IV degree-granting not-for-profit institutions in the United States. According to NCES Integrated Postsecondary Education Data System (IPEDS), 3,396 institutions were eligible for the NSOPF-99 sample. The faculty universe includes not only regular full-time and part-time faculty, but also administrators and other staff who had instructional responsibilities at the eligible institutions. NSOPF-99 used complex sampling which included stratification, multiple stage of selection and unequal probability selection of respondents. The salary/benefit package is an important reward. Faculty compensation and satisfaction with compensation are significant internal variables that push faculty to stay.

A study on “Faculty Turnover in Private Universities in Bangladesh: The Tripartite Investigation” by Mohd H R Joarder & Mohmad Yazam Sharif, College of Business, University Utara Malaysia, October 2011. This paper aims to provide further insights on the turnover issue through focus group discussion and in-depth interview of top management in selected Bangladeshi private universities. A total of 317 faculty members of different private
universities located in Dhaka Metropolitan Area (DMA) participated in the survey and returned the questionnaire to the researchers which represented 57% response rate of the study. Multiple regression analyses were used to test the hypotheses of the study. The study found faculty compensation, supervisory support and job security as statistically significant predictors of faculty turnover intention. Therefore, private university management should pay much attention to this area of human resource practices (compensation, supervisory support, job security) to retain the potential faculty, thus reducing turnover intention. The findings of this study suggest that the faculty turnover of the private universities is significantly high. It was found that the faculty turnover rate among the private universities varies from 10% to 19% per year as compared to only 2% to 3% for public universities. This rate could be considered high and it could have some detrimental effects on the quality of education in these institutions. Thus, it is reasonably difficult to retain qualified faculty. In this competitive knowledge-base environment, human capital is considered to be one of the key resources for the overall success of the business, and the human resource practices play significant role to employee satisfaction as well as to increase their commitment level to the organization. It was anticipated that the results of the study will assist in the development of new effective human resource (HR) retention policies for any organizations including private higher education institutions. This study was purely qualitative in nature to explore some turnover issues. Thus, future research should focus on the empirical investigation, which may help to explain the current phenomena better. Although there are notable contributions from this study especially for faculty retention strategies and policy making process, the results of this study need to be viewed and acknowledged in lights of its limitations. First, it is a qualitative investigation mainly included focus group interview and experts’ interview. Sample size was considerably low. Moreover, only few institutions of the private sector have been included in this study. Thus, the findings cannot be generalized. Undoubtedly, questionnaire survey is arguably the most common technique in management research, and quick means of assessing information using reasonably higher sample size. Therefore, future research should focus on the avenue of comparative analysis with larger observations to explain faculty turnover issue of both private and public universities.

A study conducted by Ugbo Mallam at Plateau State Polytechnic, Jos-Campus, Nigeria entitled, “A National Research Study on Factors Influencing Faculty Turnover at Selected Nigerian Colleges of Technology/Polytechnics. This research investigated factors perceived to be influential for faculty members at selected Nigerian institutions of higher learning leaving their jobs voluntarily. The six factors of the Job Descriptive Index developed by Smith, Kendall, and Hulin (1985) and a questionnaire about commitment developed by Mowday, Porter and Steers (1982) elicited data concerning: work, pay, promotion, supervision, co-workers, job in general, and commitment. Two hundred and eight (84.21%) of 247 full-time faculty members participated in this study. Based on the findings of this study, it could be established that full-time faculty members in the selected
Nigerian institutions of higher learning are dissatisfied with their conditions of service, most especially in the areas of pay and promotion opportunities. The demographic characteristics – gender, age, level of education, years of college teaching experience, and salary grade level – all have impact on full-time faculty members’ work attitudes. Further research is recommended to examine and determine policies and practices suitable for retaining the most capable faculty members in the Nigerian institutions of higher learning.

A study entitled, “Turnover Intent in an Urban Community College: Strategies for Faculty Retention” by Jay R. Dee on November 2002. This study examines faculty turnover intent in an urban community college, with a specific focus on the relationship between turnover intent and three structural variables: level of faculty autonomy, amount of support for faculty innovation, and degree of communication openness in the college. Turnover intent is defined as the degree of likelihood that an employee will terminate his/her membership in a work organization. The author identifies numerous career stressors that are particularly prevalent among urban community college faculty (e.g., increasing external demands, difficulty establishing a college community) and highlights the potential influence of these factors on faculty turnover intentions. The population included all full-time faculty members (n=226) employed by an urban community college. Expectancy theory serves as the theoretical foundation for this study, which seeks to identify specific organizational structures that enhance faculty retention rates. A cross-sectional survey that measured turnover intent, work autonomy, organizational support for innovation, and communication openness was distributed to all full-time faculty members of an urban community college. Data analysis revealed a strong, negative relationship between organizational support for innovation and faculty turnover intent, but it did not find collegial communication or work autonomy to be significant. The researcher also noted that respondents aged 20-39 reported higher levels of turnover intent than their older colleagues. This study suggests that organizational support for innovation may enhance faculty retention rates. Community college leaders can use structures and processes associated with change as vehicles for enhancing autonomy, facilitating open communication, and reducing turnover intent.

A study related to faculty turnover by Zakia Khan, Jashim Uddin Ahmed and Shah Md. Al-Emran Sarker was published on December 31, 2010 entitled, “Faculty Mobility in the Private Universities: Developing Country Context”. The main aim of this study is to identify the factors influencing high rate of faculty mobility, which is a serious problem for the private universities of Bangladesh. The primary objectives of the private universities were to create opportunities for higher education and to prevent the outflow of funds by the students going abroad for higher studies. Literature review reveals that the common factors related to faculty turnover are lack of opportunity for professional development, working environment, lack of faculty autonomy, discrimination in rewards and recognition, poor compensation package, dissatisfaction with the promotion and performance appraisal process, poor research and publications facilities, and lack of administrative and technical support. In addition, lacking in
the other dimensions of satisfaction are excessive pressure in advising and course work, poor quality of students, inadequate benefits and so on. A survey has been conducted among 30 faculty members of different universities by using questionnaire. This study reveals that in order to meet the current challenge of ever-growing demand of educational institutions it is required to retain the faculty members by solving the dilemmas in their universities. To introduce good human resource practices at the work place it is important to have positive attitudes of the management, sincere efforts, and the urgency of establishing a good working place where everyone will work like a harmonious family. It is suggested that several promising avenues for further research that will enable researchers to gain a better understanding of the reasons of faculty mobility and develop ways to retain faculties by solving the current dilemma in the private universities. Moreover a similar research on few more private universities would emphasize a greater impact on the key issues. Keeping this in mind, one of the valuable expansions of this research could be a comparison between the faculty mobility in the public and the private universities based on the identified independent variables from the dimensions of work life (i.e. opportunity for professional development, working environment, faculty autonomy, rewards and recognition, research and publications facilities, administrative and technical support etc.) and the dimensions of satisfaction (i.e. level of pressure in course work, quality of students, compensation package, promotion and performance appraisal process and benefit packages etc.). Although the number of private universities are growing over the years, but the high rate of faculty turnover is now a big problem for private university management and this issue needs to be addressed immediately.

A study entitled “North Dakota State University (NCSU) Faculty Turnover Study” by Rachel Ann Benz on November 2010. The purpose of this qualitative study was to explore the reasons behind faculty turnover from North Dakota State University (NDSU). A list of 45 faculty members who left NDSU between May of 2008 and March of 2010 was gathered from the NDSU Office of Equity, Diversity, and Global Relations. Potential participants were contacted with 20 completing phone interviews for this study. Interview questions sought to explore the reasons for faculty member departure, the impact of university policies/procedures on faculty, the NDSU working experience, and comparisons between their former NDSU positions and their current position. Six themes emerged as to why faculty members departed from NDSU. These themes included (1) campus climate, (2) lack of advancement/professional opportunities, (3) position requirement challenges, (4) weather/geographical location, (5) family reasons, and (6) salary. Patterns in turnover between STEM/non-STEM disciplines were explored. Gender differences emerged in participant responses in regard to campus climate, mentoring, salary, community climate, and experiences of non-STEM female participants at NDSU.

A study entitled “Factors Associated with Intentions to Leave or Stay among Faculty Members in the Colleges of Pharmacy in Metro Manila” by Monet M. Loquias and Erlyn A. Sana, College of Pharmacy, University
of the Philippines Manila, December 2012. The objective of the study was to determine the factors that are associated with the intentions to leave or stay among the faculty members in the Colleges of Pharmacy in Metro 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 are more likely to stay (mean=5.04) than leave (mean=3.13) in the next 5 years. Females, those with graduate education, married, with higher academic ranks, permanent, full time, from privately funded institution and higher salaries demonstrated higher average intention to stay scores and consequently lower average intention to leave scores. Campus governance, perceived institutional support and salary were identified as explanatory variables for intention to stay while stress, campus governance and salary for intention to leave.

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. This study revealed that the factors significantly associated with intention to leave and intention to stay are the institutional factor, campus governance; and work-environment variables, perceived institutional support, stress and salary. These variables fall within the realm of organizational climate. Hence, this study especially highlighted the importance of organizational climate in the behavior of people in an organization. These suggest that educational leaders have the capacity minimize turnover by altering the organizational environment and hopefully indirectly alter or influence the inner state of the individuals that make up the organization. If the institution aims to enhance retention among its faculty, it could increase the support it provides to its faculty endeavors, reduce stress, adopt more democratic leadership styles and initiate more democratic governance processes. Faculty intention to leave the academe is a complex phenomenon. Results of this study and existing literature implicate that there is neither one model that could adequately explain faculty turnover or retention nor a model that may be applicable to all institutions. Institutional differences exist and it is in this context that faculty retention must be understood in order to identify specific strategies to effectively address these. While faculty retention is not yet an emerging concern for some schools of pharmacy in the country, there is a need to monitor, evaluate trends and study current workforce in order to detect problems early on and hence appropriate policies or programs can be created to resolve such concerns.

Therefore, these studies would be beneficial and valuable in supporting the present study with regards to the factors affecting faculty turnover in Private Higher Education Institutions (PHEIs) in Pangasinan.
Methodology

The research study focused on the faculty turnover of selected Private Higher Education Institutions (PHEIs) in the cities of Pangasinan. In view of the research problem, the study will adopt the Quantitative Descriptive Cross-Sectional Survey of research.

A quantitative research generates quantifiable data. It is primarily concerned with observable and measurable phenomena involving people, events, or things, and establishing the strength of the relationship between variables, usually by statistical tests (Polit & Beck, 2004). Descriptive research, as defined by Calderon and Gonzales (2004), is considered as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends and the cause and effect relationships and then making adequate and accurate interpretation about such data. It is a method of describing the nature of a situation as it exists at the time of the study and a method of research based on the collection and analysis of the data. The main purpose of using the aforementioned research design is to describe and explain the phenomenon and how it works. The purpose of descriptive surveys according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon. This would help the researcher to describe, analyze and discover the different problems, issues and events, as well as the factors that are related with the situation, with the use of the cross-section process, or studying the event in one time manner, with the use of cross-sectional study (Rubin and Babbie, 2009).

Cross-sectional survey will be used to collect data on all relevant variables at one time. Cross-section offers different advantages and benefits. This is because of the fact that it enables the researcher to conduct the study in a short period of time (Cohen, Manion and Morrison, 2003, 182). The advantages of cross-sectional survey are; there will be no follow up required, it is cheaper or easier, and it can maximize completeness of key data. As mentioned, descriptive method was employed in order to study the problem or situation as it exists; therefore, the use of cross-sectional approach will be helpful in order to come up with the results and findings based on the current perspectives of the respondents.

The data in this study were gathered by using a checklist survey questionnaire from the human resource development manager and staff of selected Private Higher Education Institutions in the cities of Pangasinan. The researcher’s criteria on selecting the respondents was based on the number of enrollees academic year 2011-2012, the accessibility and willingness of the respondents to answer the checklist survey questionnaire.
The researcher used a checklist survey questionnaire as a data gathering tool to determine the faculty turnover of selected Private Higher Education Institutions (PHEIs) in Pangasinan. The questionnaire contained of three parts:

**Part 1** aimed to gather the profile of Private Higher Education Institutions in terms of years of existence by program, number of enrollees by program for the last three years (2010-2012), number of faculty members by program for the last three years, existence of human resource department, the structure of human resource department, and number of faculty members lost within three years.

**Part 2** dealt on the different reasons of the concerned faculty for leaving the Private Higher Education Institution.

**Part 3** gathered data regarding the strategies employed by the Private Higher Education Institutions on faculty turnover.

After collecting and tallying all the data, the process of analysis begins. The numerical data gathered were analyzed with the use of Microsoft Excel with QI Macros 2012 for statistics in order for the study to have an accurate and reliable analysis. In line with this, frequency counts, percentages and means were the statistical tools employed.

For the profile of respondents, mean was used as to years of existence by program and number of enrollees by program. For the number of faculty members by program, frequency count was employed. For the existence and structure of HR Department, reasons of the concerned faculty member for leaving, and the strategies employed by PHEIs, frequency count and percentages were employed.
Results and Findings

This study is about the Faculty Turnover of Selected Private Higher Education (PHEIs) in the Cities of Pangasinan. Specifically, it described the following: profile of the respondents as to years of existence by program, number of enrollees by program, number of faculty members by program, existence of human resource department, and structure of human resource department; status of faculty turnover among the respondent PHEIs, in terms of number of faculty members lost for three years and reasons on the concerned faculty for leaving the institution; strategies employed by the respondent PHEIs to address the faculty turnover and its effectiveness and the development of a faculty retention plan as a model of human resource department offices of respondent PHEIs in the cities of Pangasinan.

This study employed quantitative descriptive cross-sectional survey research. It involved 14 Private Higher Education Institutions (PHEIs), four (4) from Alaminos, four (4) from Dagupan, four (4) from San Carlos and two (2) from Urdaneta City. There were four (4) PHEIs from Alaminos namely, Colegio San Jose De Alaminos, Golden West Colleges, PASS College, and The Great Plebeian College. Four (4) from Dagupan which include Lyceum Northwestern University, University of Luzon, University of Pangasinan, Philippine Merchant Marine Academy. Another four PHEIs (4) from San Carlos particularly Palaris College, PIMSAT College, San Carlos College, and Saint Therese College and two (2) from Urdaneta City, specifically Lyceum-Northwestern University – Urdaneta and Luzon College of Science & Technology. It only took Human Resource Development managers and staff as respondents. There are 14 HRD managers and 23 HR staff. A checklist survey questionnaire has been used as the data gathering tool. Frequency counts, percentages and means were the statistical tools employed.

The salient findings were included the following:

1. The respondent which has the longest years of existence is Alaminos PHEIs, followed by Dagupan, San Carlos and Urdaneta, respectively. The common programs offered in the cities of Pangasinan are Accountancy, Business Administration, Criminology, Elementary Education and Hospitality Management. The program which has the highest number of enrollees is Maritime Engineering, followed by Criminology and Hospitality Management, respectively. However, the programs which have the lowest number of enrollees are Mechanical Engineering and Nursing. The programs with the highest number of faculty members are Nursing, Accountancy, and Elementary Education. Moreover, the programs which have the lowest number of faculty members are Physical Therapy, Radio Technology and Architecture. All respondent PHEIs has an existing human resource department. A great majority of these respondents has
a separate HR department while many of them have an HR department attached to one department and a few of them have an HR department attached to two or more departments.

2. The programs which have the highest number of lost faculty are Business Administration, Secondary Education, and Elementary Education. However, the programs which have the lowest number of lost faculty are Physical Therapy, Veterinary Medicine and Radio Technology. Most of the respondent PHEIs reason for leaving the institutions is seeking new challenge/desire for change. Some of the respondents’ reasons are retirement, lack of opportunity for professional advancement, geographical transfer of spouse and lack of rewards and recognition. None of the respondents answered harassment as one of the reasons why faculty leaves the institution.

3. The strategies perceived by respondent PHEIs which are effective are salary increase, giving scholarship grants, competitive benefits packages, giving rewards and recognition, and provision of faculty development programs. None of the respondent perceived strategies which are competitive benefits packages, faculty morale boosting, creation of graduate studies program and effective performance reviews/positive feedback as not effective. The common strategies of the respondent PHEIs are giving scholarship grants, salary increase and competitive benefits packages, and giving awards and recognition.

The faculty retention plan was based on the components of the maintenance functions of human resource management which are orientation, physical working conditions, motivation, performance evaluation, compensation administration, management-labor relations and movement. Human resource development programs like training/education, career planning and counseling were also included which would be a helpful model for respondent PHEIs to address faculty turnover.

References


