

Factors Influencing Faculty to Leave Work in Private, State, and Local Higher Educational Institutions

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ABSTRACT

Faculty turnover has become a significant concern among educational institutions due to its impact on instructional quality, organizational stability, and student learning outcomes. This action research aimed to determine the factors influencing faculty members to leave their work and to propose interventions that may improve faculty retention. The study employed a quantitative-descriptive action research design utilizing a researcher-made survey questionnaire administered to 50 faculty members from a private, state, and local educational institution. Data were analyzed using frequency count, percentage, weighted mean, and ranking. Findings revealed that compensation and benefits, workload stress, limited career advancement opportunities, work-life imbalance, and lack of administrative support were the primary factors influencing faculty members' intention to leave work. The study further showed that professional development opportunities, supportive leadership, and recognition programs significantly contribute to faculty retention. Based on the findings, an action plan was developed focusing on faculty welfare, workload management, professional growth, and organizational support.

Keywords: faculty turnover, faculty retention, workload stress, organizational support, action research

THE PROBLEM AND ITS BACKGROUND

Introduction

Educational institutions rely heavily on competent and committed faculty members to deliver high-quality instruction and achieve institutional success. Faculty members play an important role in shaping students' academic development, professional competence, and personal growth. However, many institutions experience challenges related to faculty turnover, which affects instructional continuity, organizational productivity, and student performance.

Faculty turnover occurs when teachers resign, transfer, or discontinue their employment due to various personal and organizational factors (Garcia & Reyes, 2021). High turnover rates make it difficult to maintain educational quality because institutions must continuously recruit and train new faculty members. Moreover, the departure of experienced faculty members often results in additional workload for remaining personnel and increased operational costs.

Several factors contribute to faculty members' decision to leave work (Rivera & Gomez, 2024). These include inadequate compensation and benefits, excessive workload, stress, lack of administrative support, poor working conditions, limited opportunities for professional advancement, and work-life imbalance. In some cases, faculty members also experience emotional exhaustion and low job satisfaction, which eventually influence their intention to resign.

This action research was conducted to determine the factors influencing faculty members to leave work and to identify possible interventions that may help improve faculty retention and organizational commitment.

THEORETICAL FRAMEWORK

This study is anchored on Herzberg's Two-Factor Theory, which explains that employee satisfaction and dissatisfaction are influenced by motivational and hygiene factors (Herzberg, 1968). Motivational factors include recognition, achievement, and career growth, while hygiene factors include salary, working conditions, policies, and interpersonal relationships. According to Herzberg, dissatisfaction occurs when hygiene factors are inadequate, which may lead employees to leave their jobs.

The study is also supported by Maslow's Hierarchy of Needs Theory, which emphasizes that individuals seek fulfillment of physiological, safety, social, esteem, and self-actualization needs (Maslow, 1943). Faculty members who experience unmet needs in their workplace may become dissatisfied and develop intentions to leave work.

Conceptual Framework

The study focused on determining the factors influencing faculty members to leave work. Independent variables included compensation and benefits, workload stress, administrative support, career advancement opportunities, work environment, and work-life balance. The dependent variable was faculty intention to leave work.

Independent Variable

Dependent Variable

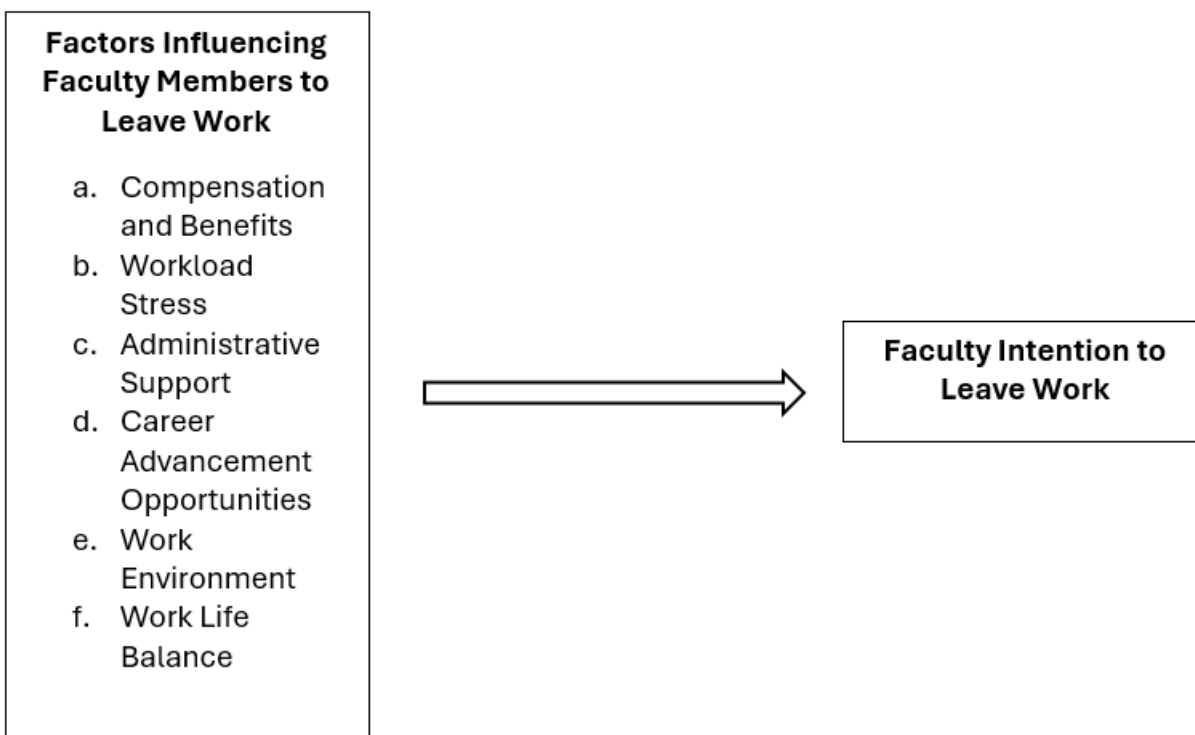


Figure 1. Conceptual Framework

Statement of the Problem

This study aimed to determine the factors influencing faculty members to leave work.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;

1.3 years of service; and

1.4 employment status?

2. What are the factors influencing faculty members to leave work in terms of:

2.1 compensation and benefits;

2.2 workload stress;

2.3 administrative support;

2.4 career advancement;

2.5 work environment; and

2.6 work-life balance?

3. Which factor has the greatest influence on faculty members' intention to leave work?

4. What intervention plan may be proposed to improve faculty retention?

Hypothesis

Ho. There is no significant difference in the responses of faculty members regarding the factors influencing them to leave work when grouped according to demographic profile.

Significance of the Study

The findings of this study may benefit the following:

Faculty Members. The study may help faculty members express their concerns regarding workplace conditions and professional needs.

School Administrators. The findings may guide administrators in developing policies and strategies to improve faculty retention and workplace satisfaction.

Students. Stable faculty employment may contribute to better instructional continuity and learning outcomes.

Future Researchers. The study may serve as a reference for future research related to faculty retention and employee turnover.

Scope and Delimitation

This study focused on determining the factors influencing faculty members to leave work in a private educational institution during the school year 2025–2026. The respondents were limited to 50 faculty members. The study utilized a quantitative-descriptive action research design using survey questionnaires.

Definition of Terms

Administrative Support. Conceptually, administrative support refers to the assistance, guidance, and resources provided by school administrators to faculty members. Operationally, it refers to the level of support experienced by faculty respondents from administrators.

Career Advancement. Conceptually, career advancement refers to opportunities for promotion, professional growth, and skill development. Operationally, it pertains to the opportunities perceived by faculty members within the institution.

Compensation and Benefits. Conceptually, compensation and benefits refer to salary, incentives, and other employment privileges provided to employees. Operationally, it refers to the respondents' perception of salary adequacy and employment benefits.

Faculty Retention. Conceptually, faculty retention refers to an institution's ability to keep faculty members employed over time. Operationally, it refers to the strategies proposed to reduce faculty turnover.

Workload Stress. Conceptually, workload stress refers to physical and emotional strain caused by excessive work demands. Operationally, it pertains to faculty perceptions regarding teaching loads, paperwork, and related responsibilities.

REVIEW OF RELATED LITERATURE AND STUDIES

Faculty Turnover

Faculty turnover remains one of the major challenges faced by educational institutions worldwide (Alam & Parvin, 2022). Studies have shown that employee turnover affects organizational effectiveness, employee morale, and instructional quality. Institutions experiencing high turnover rates often encounter increased recruitment expenses and reduced productivity.

Compensation and Benefits

Research indicates that salary and employment benefits significantly affect employee retention (Alam & Parvin, 2022). Faculty members who perceive their compensation as inadequate are more likely to seek employment opportunities elsewhere. Competitive compensation packages contribute to higher job satisfaction and organizational commitment.

According to Dela Cruz and Ramos (2021), teachers who receive adequate compensation demonstrate higher levels of commitment and productivity within educational institutions. Similarly, Bautista and Fernandez (2023) found that dissatisfaction with salary and benefits is one of the strongest predictors of employee turnover intention among educators.

Williams and Cooper (2020) emphasized that fair compensation improves employee morale and organizational loyalty. Martin and Reyes (2024) also revealed that institutions providing performance incentives and healthcare benefits experience lower faculty turnover rates.

Moreover, Santos and Villanueva (2022) explained that financial security contributes significantly to employee motivation and professional satisfaction, thereby reducing the likelihood of resignation.

Workload Stress

Heavy teaching loads, excessive paperwork, and additional institutional responsibilities contribute to work-related stress among faculty members (Garcia & Reyes, 2021). Studies reveal that prolonged stress negatively affects employee well-being and increases turnover intention.

Lim and Castro (2022) stated that faculty members experiencing excessive workload often suffer from emotional exhaustion and reduced teaching effectiveness. Hernandez and Lopez (2021) found that long working hours and administrative tasks contribute to burnout among teachers.

Johnson et al. (2023) explained that workload imbalance negatively affects mental health, resulting in low job satisfaction and increased absenteeism. Cruz and Mendoza (2024) highlighted that stress caused by workload pressures often leads educators to seek employment opportunities with better work conditions.

Brown and Kelly (2020) concluded that institutions with unmanaged workload demands experience higher rates of faculty attrition and lower organizational commitment.

Administrative Support

Supportive leadership and effective communication from administrators improve faculty morale and work satisfaction (Lopez & Santos, 2023). Faculty members who perceive strong organizational support are more likely to remain committed to their institution.

Rivera and Torres (2022) explained that supportive administrators foster a positive workplace culture that encourages faculty retention. Evans and Miller (2021) emphasized that teachers who receive recognition and professional guidance from school leaders exhibit higher job satisfaction.

Navarro and Perez (2023) stated that ineffective communication between administrators and faculty members may lead to misunderstandings, dissatisfaction, and reduced organizational trust. Gomez and Lee (2020) found that participative leadership practices strengthen employee morale and institutional commitment.

Santiago and Cruz (2024) stressed that transparent decision-making and open communication contribute significantly to employee engagement and professional motivation.

Career Advancement

Opportunities for promotion, professional development, and training motivate faculty members to remain in their institutions (Torres & Mendoza, 2020). Limited opportunities for advancement often lead to frustration and decreased organizational commitment.

Reyes and Lim (2021) explained that faculty members are more likely to stay in institutions that provide opportunities for graduate studies, training, and seminars. Anderson and White (2023) revealed that career growth opportunities positively influence employee motivation and work performance.

Garcia and Santos (2022) emphasized that promotion systems based on merit encourage faculty members to remain committed to their organizations. Flores and Mendoza (2024) found that the absence of clear career pathways contributes to employee dissatisfaction and turnover intention.

Clark and Evans (2020) explained that professional development initiatives improve employee competence, confidence, and organizational loyalty.

Work-Life Balance

Faculty members experience difficulty balancing work responsibilities and personal life due to increasing academic demands (Rivera & Gomez, 2024). Institutions that support work-life balance help reduce stress and improve employee retention.

Torres and Javier (2022) explained that teachers who maintain healthy work-life balance demonstrate higher productivity and emotional well-being. Peterson and Hall (2021) stated that flexible work arrangements contribute to reduced stress and improved employee satisfaction.

Mendoza and Cruz (2023) revealed that work-life imbalance often causes emotional exhaustion and strained family relationships among educators. Williams and Garcia (2024) found that excessive institutional demands negatively affect teachers' personal lives and mental health.

Lopez and Hernandez (2020) concluded that institutions implementing wellness programs and mental health support services experience improved faculty retention and employee morale.

Synthesis

The reviewed literature emphasized that compensation, workload stress, administrative support, career advancement, and work-life balance significantly influence employee retention. These studies support the present research in identifying organizational factors affecting faculty turnover.

METHODOLOGY

Research Design

This study utilized a quantitative-descriptive action research design. The design was appropriate because it aimed to identify and describe the factors influencing faculty members to leave work and to propose interventions to address the identified issues.

Respondents of the Study

The respondents of the study were 50 faculty members from a private, state and local educational institution. Respondents were selected using purposive sampling.

Research Instrument

The study utilized a researcher-made questionnaire composed of two parts. Part I gathered demographic information, while Part II assessed factors influencing faculty members to leave work using a five-point Likert scale.

The scale used was as follows:

5 – Strongly Agree 4 – Agree 3 – Moderately Agree 2 – Disagree 1 – Strongly Disagree

Data Gathering Procedure

The researcher sought permission from the school administration before conducting the study. After approval, the questionnaires were distributed to faculty respondents. Responses were collected, tabulated, analyzed, and interpreted.

Statistical Treatment

The following statistical tools were used:

Frequency Count and Percentage. Used to determine the demographic profile of respondents.

Weighted Mean. Used to determine the factors influencing faculty members to leave work.

Ranking. Used to identify the most influential factor affecting faculty turnover.

Presentation, Analysis, And Interpretation of Data

Table 1. Demographic Profile of the Respondents

Variables	Frequency	Percentage
Age 21–30	18	36%
Age 31–40	20	40%
Age 41 and above	12	24%
Male	22	44%
Female	28	56%
1–5 years of service	21	42%
6–10 years of service	17	34%
11 years and above	12	24%
Full-time	35	70%
Part-time	15	30%

Table 1 presents the demographic profile of the respondents in terms of age, sex, length of service, and employment status. The data show that most respondents belonged to the age group of 31–40 years old, with 20 respondents or 40%. This was followed by respondents aged 21–30 years old with 18 respondents or 36%, while respondents aged 41 years and above comprised 12 respondents or 24%. In terms of sex, female respondents constituted the majority with 28 respondents or 56%, whereas male respondents accounted for 22 respondents or 44%. Regarding length of service, most respondents had rendered 1–5 years of service with 21 respondents or 42%, followed by those with 6–10 years of service at 34%, and respondents with 11 years and above at 24%. As to employment status, the majority were employed full-time with 35 respondents or 70%, while 15 respondents or 30% were employed part-time.

The findings indicate that the respondents were primarily composed of young to middle-aged adults who are in their active professional years. The dominance of respondents aged 31–40 years old suggests that the workforce is largely composed of individuals who already possess sufficient professional experience and are actively pursuing career stability and advancement. This age group is often characterized by higher levels of work engagement and responsibility because individuals at this stage are focused on professional growth and financial security.

The predominance of female respondents reflects the increasing participation of women in the academic and professional workforce. This may indicate that educational institutions continue to provide employment opportunities that attract female professionals. According to UNESCO (2021), women comprise a substantial proportion of the global education workforce, particularly in teaching professions, demonstrating the growing representation of females in academic institutions. Furthermore, female employees often demonstrate strong commitment to instructional and organizational responsibilities, contributing significantly to institutional productivity and development.

The results further reveal that many respondents had only 1–5 years of service, indicating that a considerable portion of the workforce is relatively new in the institution. This may suggest either continuous hiring of new employees or possible challenges in long-term employee retention. Employees with shorter tenure are often still adjusting to organizational culture, policies, and workload demands. Research by Ali and Anwar (2021) emphasized that employees in the early years of service are more likely to evaluate organizational support, compensation, and career opportunities in deciding whether to remain in an institution. Consequently, institutions need to strengthen employee support systems to improve retention among newer employees.

Moreover, the large percentage of full-time employees implies that the institution relies heavily on regular personnel to carry out its operations and services. Full-time employment may contribute to greater organizational commitment since employees are more engaged in institutional activities and responsibilities. However, full-time workers may also experience greater workload pressure and job-related stress, which can influence job satisfaction and turnover intentions. As highlighted by Kim and Park (2022), workload management and organizational support significantly affect employee well-being and retention among full-time professionals.

The findings have important implications for institutional management and workforce development. Since the majority of respondents are within the productive working-age group and have relatively short years of service, administrators may develop programs that strengthen employee engagement, mentoring, and professional development. Institutions may also implement policies promoting work-life balance, career advancement opportunities, and employee recognition to enhance job satisfaction and organizational commitment. Additionally, gender-responsive policies and supportive workplace practices may further improve employee productivity and retention within the institution.

Table 2. Factors Influencing Faculty Members to Leave Work

Indicators	Mean	Description
Compensation and benefits are inadequate.	4.45	Strongly Agree
Workload causes stress and exhaustion.	4.52	Strongly Agree

Administrative support is insufficient.	4.20	Agree
Opportunities for promotion are limited.	4.36	Strongly Agree
Working environment affects motivation negatively.	4.10	Agree
Work responsibilities affect personal life.	4.48	Strongly Agree
Grand Mean	4.35	Strongly Agree

Table 2 presents the factors influencing faculty members to leave work. The findings reveal that the respondents strongly agreed that several workplace-related factors contribute to faculty turnover, as reflected by the grand mean of 4.35, interpreted as “Strongly Agree.” Among the indicators, “Workload causes stress and exhaustion” obtained the highest mean score of 4.52, followed by “Work responsibilities affect personal life” with a mean of 4.48, and “Compensation and benefits are inadequate” with a mean of 4.45, all interpreted as “Strongly Agree.” Meanwhile, “Opportunities for promotion are limited” obtained a mean of 4.36, while “Administrative support is insufficient” and “Working environment affects motivation negatively” garnered means of 4.20 and 4.10, respectively, both interpreted as “Agree.”

The results indicate that workload and work-life imbalance are the most dominant factors influencing faculty members’ intention to leave their work. Faculty members experience stress and exhaustion due to excessive responsibilities, which may negatively affect their physical, emotional, and psychological well-being. Teaching-related demands such as lesson preparation, administrative work, student concerns, research obligations, and institutional activities may contribute to fatigue and burnout among educators. The findings further suggest that faculty members struggle to maintain balance between professional responsibilities and personal life, making them more vulnerable to dissatisfaction and turnover intention.

The findings are consistent with existing literature emphasizing the relationship between workload, stress, and employee turnover. According to Alrawadieh et al. (2023), excessive workload and occupational stress significantly increase employees’ intentions to leave their organizations because prolonged exhaustion reduces job satisfaction and organizational commitment. Similarly, Oducado et al. (2021) explained that work-related stress and burnout among educators and professionals negatively affect employee retention and overall workplace productivity. These studies support the present findings that excessive workload and work-related exhaustion are major contributors to faculty attrition.

Moreover, inadequate compensation and benefits emerged as another major factor affecting faculty retention. Faculty members may perceive that their salaries and benefits are not proportional to the demands and responsibilities of their work. This dissatisfaction may encourage employees to seek better opportunities in other institutions that offer more competitive compensation packages and improved benefits. According to Lee and Huang (2022), fair compensation and reward systems significantly influence employee satisfaction, motivation, and retention. Employees who perceive inequity in compensation are more likely to develop turnover intentions and reduced organizational commitment.

The findings also highlight the influence of limited promotion opportunities and insufficient administrative support on faculty turnover. Employees who perceive limited career advancement opportunities may feel stagnant in their professional growth, which can reduce motivation and long-term commitment to the institution. Likewise, inadequate support from administrators may create feelings of undervaluation and lack of recognition among faculty members. As emphasized by Nguyen et al. (2022), supportive leadership and career development opportunities positively influence employee engagement and reduce turnover intentions in educational and organizational settings.

The study further implies that the working environment significantly affects employee motivation and retention. A negative or unsupportive work environment may contribute to stress, conflict, and dissatisfaction among faculty members. Institutions that fail to foster a healthy organizational climate may encounter higher rates of employee turnover. Research by Kim and Park (2022) revealed that organizational support, positive workplace relationships, and healthy working conditions significantly enhance employee well-being and commitment.

The findings of the study have important implications for educational institutions and administrators. Institutions should prioritize workload management by distributing responsibilities fairly and implementing policies that support work-life balance among faculty members. Administrators may also strengthen employee welfare programs, improve compensation and benefits, and provide opportunities for professional growth and promotion. Additionally, establishing supportive leadership practices and a positive organizational climate may help improve faculty satisfaction, commitment, and retention. Addressing these concerns may contribute to a more stable, motivated, and productive academic workforce.

Table 3. Ranking of Factors Influencing Faculty Turnover

Factors	Mean	Rank
Workload Stress	4.52	1
Work-Life Balance	4.48	2
Compensation and Benefits	4.45	3
Career Advancement	4.36	4
Administrative Support	4.20	5
Work Environment	4.10	6

Table 3 presents the ranking of factors influencing faculty turnover. The findings reveal that “Workload causes stress and exhaustion” ranked first among the factors with the highest mean score, indicating that excessive workload is the most influential factor contributing to faculty members’ intention to leave their work. This was followed by “Work-life balance” and “Compensation and benefits,” which ranked second and third, respectively. Meanwhile, factors such as career advancement, administrative support, and working environment received relatively lower rankings, although they were still perceived as influential contributors to faculty turnover.

The results indicate that workload and work-life imbalance are the primary concerns among faculty members. The top-ranking factor suggests that faculty members experience substantial stress and exhaustion due to increasing academic and administrative responsibilities. Faculty members are often expected to perform multiple tasks such as teaching, research, extension work, committee assignments, and student supervision, which may lead to physical and emotional fatigue. Excessive workload can reduce employee satisfaction and increase burnout, ultimately influencing employees’ decisions to seek employment elsewhere.

The findings support previous studies emphasizing the impact of workload and occupational stress on employee turnover. According to Alrawadieh et al. (2023), employees who experience excessive workload and chronic stress are more likely to develop turnover intentions because high job demands negatively affect mental health and job satisfaction. Similarly, Oducado et al. (2021) explained that educators experiencing prolonged stress and burnout are more vulnerable to emotional exhaustion, decreased motivation, and reduced organizational commitment. These studies confirm that workload-related stress remains a major challenge affecting faculty retention in educational institutions.

The second-ranked factor, which pertains to work responsibilities affecting personal life, highlights the importance of work-life balance among faculty members. Faculty members may struggle to allocate sufficient time for family, rest, and personal well-being due to demanding professional responsibilities. Poor work-life balance may contribute to emotional strain, dissatisfaction, and decreased morale. According to Haar et al. (2020), work-life imbalance significantly affects employee well-being and increases turnover intention, especially among professionals with high job demands. Employees who are unable to maintain balance between work and personal responsibilities are more likely to experience stress and disengagement from their organization.

Compensation and benefits being ranked third imply that financial considerations remain a significant factor in faculty turnover. Faculty members may perceive that their salaries, incentives, and benefits are insufficient relative to their workload and responsibilities. Inadequate compensation may reduce motivation and encourage employees to transfer to institutions offering better financial opportunities. Research by Lee and Huang (2022) emphasized that fair compensation systems positively influence employee satisfaction, organizational

commitment, and retention. Employees who feel undervalued financially are more likely to develop intentions to leave their organization.

Although lower in rank, career advancement and administrative support also contributed to faculty turnover. Employees who perceive limited opportunities for career advancement may feel professionally stagnant, reducing their long-term commitment to the institution. Likewise, inadequate support from administrators may create feelings of neglect and dissatisfaction among faculty members. Nguyen et al. (2022) highlighted that supportive leadership and opportunities for professional growth significantly improve employee engagement and retention. Institutions that fail to provide supportive management practices may encounter difficulties in maintaining workforce stability.

The findings of the study have important implications for educational institutions and administrators. Institutions should prioritize workload management strategies to reduce employee stress and exhaustion. Administrators may consider equitable distribution of responsibilities, hiring additional personnel, and implementing flexible work arrangements to improve work-life balance among faculty members. Furthermore, improving compensation packages, incentives, and promotion opportunities may enhance employee motivation and organizational commitment. Strengthening administrative support and fostering a positive work environment may also contribute to better faculty retention and overall institutional effectiveness.

DISCUSSION OF FINDINGS

The findings suggest that faculty members experience significant stress due to heavy workloads, multiple responsibilities, and time pressures, which support the findings of Garcia and Reyes (2021). Excessive workload negatively affects work-life balance and contributes to emotional exhaustion. Inadequate compensation and limited career advancement opportunities further reduce job satisfaction.

The results also imply that administrative support and positive workplace relationships are important in promoting organizational commitment, consistent with the study of Lopez and Santos (2023). Faculty members who feel valued and supported are more likely to remain in the institution.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The study aimed to determine the factors influencing faculty members to leave work.

Findings revealed that:

1. Most respondents were female, aged 31–40 years old, employed full-time, and had 1–5 years of service.
2. Faculty members strongly agreed that workload stress, work-life imbalance, inadequate compensation, and limited career advancement opportunities influence their intention to leave work.
3. Workload stress was identified as the most influential factor affecting faculty turnover.
4. Administrative support and workplace environment also contributed to employee dissatisfaction, although to a lesser extent.

Conclusions

Faculty turnover is influenced by both organizational and personal factors. Excessive workload, insufficient compensation, work-life imbalance, and limited professional growth opportunities significantly contribute to faculty members' intention to leave work. The findings indicate that faculty retention may improve when institutions provide supportive leadership, manageable workloads, competitive compensation, and opportunities for professional development.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. School administrators should review faculty workload distribution to minimize stress and prevent burnout.
2. Institutions should improve compensation packages and provide additional incentives to increase faculty satisfaction.
3. Professional development programs, seminars, and promotion opportunities should be strengthened.
4. Administrators should establish supportive communication systems and recognition programs to improve faculty morale.
5. Policies promoting work-life balance should be implemented to support faculty well-being.
6. Future researchers may conduct similar studies using qualitative approaches or larger samples to further explore faculty turnover

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