

# Faculty Turnover Through the Lens of Administrators and Faculty in Private Tertiary Institutions: A Multiple Perspective Study

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## Abstract

This phenomenological study examined the diverse perspectives of faculty members and administrators in private tertiary institutions regarding faculty turnover. The study involved six faculty members and six administrators from private tertiary institutions in Tagum City, Davao del Norte selected through purposive sampling. Thematic analysis was employed to analyze participant responses. Administrators' experiences with faculty turnover include: financial and time constraints associated with hiring and training replacements and obstacles in organizational productivity. Meanwhile, faculty members' experiences encompass difficulty adjusting to additional workload and assigned tasks, disruptions in both student learning experiences and institutional activities, insufficient orientation and turnover of tasks by departing faculty, and the benefit of receiving additional compensation. The findings highlight a shared understanding between administrators and faculty regarding the complexities of faculty turnover and underscore the need for effective retention strategies to ensure institutional stability and success.

**Keywords:** Faculty turnover, Multiple perspectives, Tagum City, Philippines

## 1. INTRODUCTION

In the dynamic landscape of higher education, high faculty turnover stands as a significant challenge confronting academic institutions worldwide that significantly impact the overall performance of an organization (Ubagu and Gbuushi, 2020). Sorensen & Ladd (2020) revealed that level of teacher turnover is high and has significant consequences for schools. It is imperative to address the issue of faculty turnover diligently (Nawaz, et al., 2019) as maintaining skilled faculty members is crucial for universities to bolster their capacity to adapt to the evolving landscape of research and higher education on a global scale (Coetzer et al., 2018). Faculty turnover refers to the movement of employees within the labor market, including transitions between companies, job roles, and industries, as well as shifts between employment statuses. This turnover can be classified as either voluntary or involuntary (Mathis & Jackson, 2006). However, this study focuses solely on voluntary turnover, which occurs when an employee chooses to leave the organization.

The most recent school workforce in England indicates that the number of teachers quitting the profession is rising. Data showing that the announced vacancy rate has increased while the five-year retention rate

has decreased (Allen et al., 2022). In Ethiopia, fifty-seven percent of respondents acknowledged the rising trend of employee turnover. This suggests a growing pattern of workforce departures, which has a significant impact on the university (Taye & Getnet, 2020).

In the Philippines, a study by Poliquit et al., (2018) highlighted the issue of faculty turnover in a well-established higher education institution (HEI) in Cebu City. According to data from the institution's Human Resource Department, the turnover rate for faculty and staff in 2018 was 2.43% of the total workforce. The researchers also observed a consistent trend of faculty turnover over the years, emphasizing the need to examine organizational commitment within the institution. Moreover, Santiago et al. (2022) emphasized that school administrators face a significant challenge in retaining teachers, particularly those whose roles are essential to the functioning of the school.

### 1.1 Theoretical and Conceptual Framework

This study was anchored on the Social Exchange Theory of Blau (1964). This theory posits that social behavior is an outcome of an exchange process where individuals assess the rewards and costs in relationships. As explained by Blau (1964) and later by Emerson (1976), people engage in social interactions and maintain relationships when the benefits they receive are perceived to outweigh the costs. In an organizational context, this theory implies that when employees perceive fair treatment, supportive policies, and equitable reward systems, they are more likely to remain committed to the organization. Conversely, if the perceived costs or lack of reciprocity increase, turnover intentions may rise.

This study was also anchored on Organizational Commitment Theory. This theory explains how strongly employees identify with and feel attached to their organization. Meyer and Allen (1991) conceptualized this commitment as comprising three dimensions: affective commitment, which reflects the emotional attachment employees have toward their organization; continuance commitment, which relates to the perceived costs associated with leaving; and normative commitment, which involves a sense of obligation to stay. This multi-dimensional approach indicates that when employees exhibit higher levels of commitment in any of these areas, they are more likely to remain with the organization.

### 1.2 Purpose of the Study

This phenomenological study explored the intricate perspectives of faculty members and administrators within private tertiary institutions concerning faculty turnover. By examining faculty turnover from the perspectives of both administrators and faculty members, the research sought to uncover root causes, systemic challenges, and potential solutions to mitigate turnover rates. Utilizing the study results, institutions can inform the development of evidence-based policies and practices designed at enhancing faculty retention and satisfaction.

### 1.3 Research Questions

This inquiry aimed to answer the following questions:

1. How do administrators and faculty characterize their experiences with faculty turnover?
2. How do administrators and faculty cope with the challenges associated with faculty turnover?
3. What are the insights of administrators and faculty on faculty turnover that can be shared to other faculty and administrators?

## 2. Method

### 2.1 Research Design

We employed a qualitative research design for this investigation. The approach of examining and interpreting the meaning that individuals or groups assign to a human or societal issue is known as

qualitative research (Creswell, 2014). In qualitative research design, the focus is on comprehending how individuals make sense of their experiences, construct their reality, and attribute meaning to their lived encounters (Merriam & Tisdell, 2015).

Additionally, this study employed phenomenological approach to delve into the experiences of faculty and administrators on faculty turnover. Neubauer et al. (2019) highlighted that phenomenological research places importance on exploring individuals' subjective feelings and delves into their personal experiences related to a particular phenomenon.

## 2.2 Research Participants

This phenomenological study involved 6 faculty and 6 administrators that are currently employed private tertiary institutions in Tagum City, Davao del Norte. Each of the twelve participants had in-depth interviews. This study adheres to the idea put forward by Bernard (2000) that a group of approximately ten to twenty participants is considered adequate for identifying and comprehending the essential themes within a particular phenomenon of lived experiences.

For participant selection, this inquiry employed a purposive sampling. Purposive sampling is the careful selection of participants according to predetermined traits or attributes (Bernard, 2002). Additionally, this sample involves locating and choosing people or organizations that are knowledgeable and experienced with a particular occurrence (Creswell & Plano Clark, 2011).

The study employed specific inclusion criteria for selecting participants as follows: For faculty: (a) Participants must presently be employed at private tertiary institutions in Tagum City, Davao Del Norte, (b) Participants must have a minimum of one year of employment prior to the interview, and (c) Participants must demonstrate willingness to partake in the study.

For administrators: (a) Participants must currently occupy administrative positions within private tertiary institutions located in Tagum City, (b) Participants must have held their administrative role for at least one year, and (c) Participants must indicate their willingness to take part in the study.

Exclusion criteria: For faculty: (a) Not affiliated with private tertiary institutions in Tagum City (b) With less than one year of employment prior to the interview, and (c) Unwilling to take part in the study.

For administrators: (a) Not holding administrative positions within private tertiary institutions located in Tagum City, (b) Having served in their administrative role for less than one year, and (c) Unwilling to engage in the study.

## 2.3 Data Gathering Procedure

A thorough step-by-step process is meticulously followed to ensure the reliability of the study's outcomes. The researchers adhered to the appropriate protocols and standard operating procedures while collecting the necessary data for the study. The researchers sought ethics approval from the Research Ethics Committee, ensuring that all ethical considerations are addressed and any recommendations are integrated into the updated protocol.

Subsequently, authorization was obtained from the school president or school administrator in the conduct of the study among faculty and administrators, adhering to predefined inclusion and exclusion criteria. Upon approval, the researchers confirmed the voluntary participation of the study participants, ensuring they understand the purpose of their participation through an Informed Consent Form (ICF). The ICF was thoroughly explained, addressing any queries raised by the participants, and they were asked to sign the consent form voluntarily, without any form of coercion, to share their information and experiences as required for the study.

When all necessary documents are completed, in-depth interviews were conducted. To ensure comprehens

-ive coverage, the interview guide included all relevant questions. Participants were also consulted regarding their preferred interview time before the actual virtual sessions.

In upholding complete data confidentiality and protection, electronic study data is securely stored in a password-protected folder on a password-protected device. Additionally, all material copies of research data are retained until they are no longer needed, with a minimum period of three years, after which they will be permanently erased following appropriate destruction procedures.

## **2.4 Data Analysis**

In this study, the researchers will give emphasis to the use of data coding and thematic analysis in the formulation of themes. Nowell et al. (2017) emphasized that thematic analysis serves as a method for identifying, assessing, and presenting patterns or themes within the data. This approach proves valuable in exploring participants' perspectives, elucidating commonalities and discrepancies, and uncovering unexpected insights. Thematic analysis is very helpful in this study since it is a comprehensive and useful research approach that can yield a meaningful, thorough, and extensive record of the data (Castleberry & Nolen 2018).

## **2.5 Trustworthiness of the Study**

Trustworthiness is of utmost importance in any research project. The study's trustworthiness is defined as the level of confidence in the data, interpretation, and methods utilized to guarantee the study's quality (Connelly, 2016). The standards put forward by Lincoln and Guba (1985), which is the main focus of this section, are widely accepted among qualitative researchers. Credibility, dependability, confirmability, and transferability are among the requirements.

## **2.6 Ethical Consideration**

The researchers follow the fundamental ethical consideration guidelines outlined in the Belmont Report (1979), which include regard for respect for persons, beneficence, and justice. Furthermore, the University of the Immaculate Conception Research Ethics Committee (UIC REC), responsible for reviewing this study, ensured that it adheres to ethical principles governing research practices.

In order to ensure that participants in this qualitative study were fully informed about the nature of the study and their involvement, as demonstrated by their signatures, the researchers ensured that informed consent was provided to them prior to the study's conduct. Additionally, the researchers guaranteed that participants are giving their consent to participate voluntarily and that they can withdraw at any moment, for any reason. The participants in this study were not exposed to any potential danger while they were being investigated. Moreover, the researchers transcribed participant responses using codes to protect their privacy. Every research subject in this study, irrespective of their gender, age, or socioeconomic background, will be treated fairly. Every participant was given the same respect and received a great deal of focus and attention from the researchers.

## **3. Results and Discussion**

This chapter presents the result of the study about faculty turnover in private tertiary institutions based on the perspectives of administration and faculty. These include the participants' answers during the interviews, the experts carefully analyzed the transcriptions, core ideas were formulated, and major themes were completed. This chapter also highlighted the participants' experiences, coping strategies, and insights on faculty turnover in private tertiary institutions.

### **3.1 Perspectives of Administrators on Faculty Turnover in Private Tertiary Institutions**

After a thorough analysis of the responses of the administrators about their perspective on faculty turnover

in private tertiary institutions, the following themes emerged: (a) Financial and Time Constraints Associated with Hiring and Training Replacements and (b) Obstacles in Organizational Productivity.

**Financial and Time Constraints Associated with Hiring and Training Replacements.** This theme delves into the difficulties faced by institutions due to financial constraints and limited time availability when it comes to recruiting and training new faculty members to fill vacant positions. These constraints can impact various aspects of the hiring process, such as advertising for positions, conducting interviews, and providing orientation and training for new hires. Additionally, the theme highlights how these constraints can strain institutional resources and hinder the smooth transition of faculty members.

This finding corroborated with the study of Akgunduz & Eryilmaz (2018) who emphasized that for educational institutions, having a high instructor turnover rate can be expensive. To keep their teaching staff, institutions may need to make investments in resource building, such as providing compensation benefits. Similarly, excessive faculty turnover raises the expenses of training and staff development, which are part of higher education institutions' management expenses. Similarly, Carver-Thomas and Darling-Hammond (2017) argue that turnover is problematic since it contributes. It leads to shortages, lowers achievement, and raises costs.

In addition, recruiting replacement staff, choosing and employing qualified applicants, and offering continuous training are just a few of the numerous issues that arise after frequent turnover, which will necessitate significant human and material resources from the standpoint of higher education administration (Ajayi and Olatunji, 2019). Teacher turnover is costly, but it also results in a loss of job-specific competency and lowers staff morale (Marais-Opperman et al., 2021).

**Obstacles in Organizational Productivity.** Encountering obstacles in organizational productivity is a significant challenge for institutions experiencing faculty turnover. These disruptions can lead to inefficiencies, reduced morale, and decreased productivity, affecting the overall performance of the institution. Ronfeldt et al. (2013) reinforce this study's finding that staff collaboration and collegiality can deteriorate as a result of the disruptive impacts of turnover, affecting student progress and organizational productivity. Similarly, job turnover at the individual, intra-organizational, and extra-organizational levels affects productivity, efficiency, and overall success of the organization (Amjadian, 2024).

### 3.2 Perspectives of Teachers on Faculty Turnover in Private Tertiary Institutions

After a thorough analysis of the responses of the participants about their perspectives on faculty turnover in private tertiary institutions, the following themes were emerged: (a) Difficulty in Adjusting to Additional Workload and Assigned Tasks, (b) Disrupts Both the Learning Experience of Students and Institutional Activities, (c) Insufficient Orientation and Turnover of Tasks by the Departing Faculty, and (d) Benefiting by Receiving Additional Compensation.

**Difficulty in Adjusting to Additional Workload and Assigned Tasks.** This theme revolves around faculty members being assigned additional tasks and workload beyond their primary obligations. It encapsulates the challenges faculty face, such as handling various tasks with different deadlines and priorities, experiencing an overload of tasks, some of which may not align directly with their primary duties, and feeling overwhelmed by the increasing workload. Moreover, the burden of additional tasks often falls on the remaining faculty members, leading to a sense of being overworked and struggling to manage the new responsibilities added to their already designated tasks.

This result is in line with the study of Chen et al. (2020) and Ayub et al. (2018) which cited that increased workload was one aspect of the teaching and learning environment that contributed to teachers' discontent.



The teaching profession is unstable due to turnover, which results in instructors suffering overload and a lack of control (Chaaban & Du, 2017; Schonfeld, Bianchi, & Luehring-Jones, 2017). Also, Huyghebaert et al. (2018) assessed the impact of workload on job performance and concluded that increased workload had a negative indirect effect on instructors' performance.

**Disrupts Both the Learning Experience of Students and Institutional Activities.** Faculty turnover disrupts both the learning experience of students and institutional activities, posing challenges for academic continuity and institutional effectiveness. Students may experience interruptions in instruction, inconsistency in curriculum delivery, and a lack of continuity in mentorship and support. Additionally, institutional activities such as research projects, committees, and extracurricular programs may face delays or setbacks due to changes in staffing.

Faculty turnover can reduce relevant expertise, disrupt instructional styles, and waste time and resources on induction program (Gibbons et al., 2018). Moreover Ronfeldt et al. (2013) discovered that higher teacher turnover lowers primary school kids' performance.

**Insufficient Orientation and Turnover of Tasks by the Departing Faculty.** This theme present significant challenges for institutions experiencing turnover. Without proper orientation, new faculty members may struggle to understand their roles, responsibilities, and institutional processes, leading to inefficiencies and decreased productivity. Moreover, turnover of tasks by departing faculty can result in gaps in knowledge transfer, loss of institutional memory, and disruptions in ongoing projects or initiatives. The constant introduction of numerous sorts of change in an employee's work environment may result in significant levels of job ambiguity, which can impede performance and satisfaction (Verlinden, 2023). Moreover, in Saudi Arabia, it was revealed that faculty members who struggle to balance their different and new roles were found to have more intentions to leave their institutions (Asfahani, 2022).

**Benefiting by Receiving Additional Compensation.** Benefiting from receiving additional compensation can serve as a potential silver lining amidst the challenges of faculty turnover. Offering financial incentives can help attract and retain talented faculty members, mitigate turnover rates, and enhance overall job satisfaction. By providing competitive compensation packages, institutions can demonstrate their commitment to valuing faculty contributions and investing in their professional growth and well-being. However, while additional compensation may help alleviate some of the negative impacts of turnover, it should be complemented by other supportive measures to address underlying issues and promote long-term faculty retention.

Financial incentives can significantly minimize turnover. The study of Bassok et al. (2021) indicated that financial incentives reduced turnover rates from 25% to 14%. The Teacher Recognition Program presents positive evidence that these types of interventions have strong short-term impacts on turnover and may help alleviate the tight financial constraints affecting the teacher's profession.

### 3.3 Coping Strategies of Administrators on Faculty Turnover in Private Tertiary Institutions

After analyzing the responses of administrators about their coping strategies, the following themes emerged: (a) Proactive Management of Faculty Turnover through Regular Meetings, (b) Implementing Strategic Human Resource Management and Planning, (c) Promoting Well-being and Relaxation for Faculty and Staff through Extracurricular Activities and Retreats, and (d) Employing Effective Workload Management.

**Proactive Management of Faculty Turnover through Regular Meetings.** Regular meetings provide opportunities for professional development and institutional support. Workshops, training sessions, and

seminars organized during these meetings can enhance faculty skills and career advancement prospects. Daly and Dee (2006) found that workplace conditions influence faculty turnover intentions in urban public universities, emphasizing the need of institutional support mechanisms such as monthly meetings to resolve complaints and improve retention. Furthermore, Jiang et al. (2012) discovered that effective human resource management approaches, such as organized communication tactics, dramatically minimize turnover by increasing organizational commitment. These findings back up the premise that proactive faculty turnover management through regular meetings might improve job satisfaction and retention. Additionally, the genuine involvement of institutional leadership is crucial; faculty feedback must be taken seriously, and necessary changes should be implemented based on meeting discussions (Robinson et al., 2023).

**Implementing Strategic Human Resource Management and Planning.** This theme focuses on the deliberate and systematic approach of implementing strategic human resource management and planning within academic institutions. It entails the adoption of proactive measures to anticipate and address faculty turnover effectively, including developing comprehensive staffing plans, succession planning, and investing in professional development initiatives. By strategically managing human resources, institutions aim to optimize faculty retention, enhance organizational resilience, and sustain academic excellence amidst workforce challenges.

Employee retention is strongly influenced by strategic human resource management techniques and factors. The primary goal of strategic human resource management is to build strategic competence within a business by attracting skilled, dedicated, and motivated workers. Although management cannot always eliminate voluntary employee turnover, employing good personnel management policies and strategies can significantly reduce turnover decisions (Sepahvand & Bagherzadeh Khodashahri, 2021). The study of Tran & Smith (2020) highlights the importance of addressing teachers' evolving needs at different career stages through modern strategic human resource management (SHRM) practices. Effective school leadership should focus on intentionally designing a supportive employee experience that fosters teacher retention, job satisfaction, and professional growth.

**Promoting Well-being and Relaxation for Faculty and Staff through Extracurricular Activities and Retreats.** This theme emphasizes the importance of promoting well-being and relaxation for faculty and staff through organized extracurricular activities and retreats. By offering opportunities for rest, recreation, and bonding, institutions aim to enhance the mental and emotional health of their employees. These initiatives foster a supportive work environment, boost morale, and contribute to overall job satisfaction, which is essential for retaining talented faculty and staff.

Engagement in physical activities has been shown to reduce stress and improve mental health. To lessen the negative impacts of psychological stress and burnout on faculty mental health and wellness, academic institutions and organizations must closely monitor the causes of burnout and its symptoms and make sure that proactive, practical strategies and processes are in place (Boamah et al. 2022). For people's motivation, physical health, performance, organizational commitment, and retention, it is essential to measure and support their mental health (Kaufman, 2019).

**Employing Effective Workload Management.** This theme focuses on the importance of employing effective workload management and communication strategies to minimize faculty turnover. By clearly defining job roles, responsibilities, and performance standards, institutions can reduce ambiguity and ensure a balanced distribution of tasks. Open communication channels and regular feedback mechanisms help address faculty concerns and foster a collaborative work environment. These strategies not only

enhance job satisfaction but also contribute to higher retention rates by creating a supportive and manageable work setting for faculty members.

Workload has a significant effect on teacher's performance (Rashid et al., 2022). Moreover, workload significantly influences the level of burnout experienced by instructors. Workload affects teachers' performance as well. To reduce stress and burnout, it is advised that all school administrators follow adequate workload assignments (Jomuad, 2021).

### 3.4 Coping Strategies of Teachers on Faculty Turnover in Private Tertiary Institutions

After analyzing the responses of faculty about their coping strategies, the following themes emerged: (a) Engaging in Rest and Recreation Activities and Annual Recollection (b) Receiving Professional Development Opportunities, (c) Having Mental Health Support and Counseling, and (d) Sharing Resources and Collaborating.

**Engaging in Rest and Recreation Activities and Annual Recollection.** This theme is crucial for faculty well-being and team cohesion. These activities provide opportunities for relaxation, stress relief, and personal connections, fostering a supportive and resilient work environment. By promoting a healthy work-life balance and encouraging social interactions, institutions can enhance faculty morale, reduce burnout, and ultimately improve job satisfaction and retention. Also, having an annual recollection activity provides faculty with a dedicated time for reflection, personal growth, and spiritual rejuvenation. These activities allow educators to step back from their daily routines, reassess their goals and motivations, and reconnect with their sense of purpose.

This is further strengthened by the study of Shah et al. (2020) who cited that private higher education institutions ought to encourage young educators to make significant contributions to creative endeavors and offer chances for interpersonal communication and personal growth. Grant (2019) emphasized that teachers' well-being and perceptions of working conditions are related to their intention to stay at their job or in the sector, as well as their devotion to the profession. Emotionally exhausted instructors were more likely to declare their plans to leave the organization.

**Receiving Professional Development Opportunities.** This is essential for faculty members to stay current in their fields, enhance their teaching and research skills, and advance their careers. By providing access to workshops, conferences, training sessions, and further education, institutions empower faculty to continually grow and adapt to changing educational landscapes.

Sustained professional development programs greatly improve teacher retention and work satisfaction, highlighting the importance of structured learning opportunities (Ingersoll & Collins, 2023). Similarly, Darling-Hammond et al. (2020) suggest that high-quality professional development enhances instructional methods and student results, emphasizing the importance of ongoing teacher training.

**Having Mental Health Support and Counseling.** This is crucial for maintaining the overall well-being of faculty members. Access to mental health resources, such as counseling services, stress management workshops, and wellness programs, helps faculty manage work-related stress and personal challenges. School employee wellness programs can promote enhanced physical, social, and emotional well-being in school staff while having a beneficial impact on student progress and school climate, particularly when it comes to improved teacher attendance and retention (Lever et al., 2017).

**Sharing Resources and Collaborating.** This is vital practice for fostering a sense of community and resourcefulness among faculty members. By pooling resources, knowledge, and expertise, faculty can support each other in overcoming challenges and achieving common goals. Collaborative efforts enhance



teamwork, innovation, and efficiency, creating a more dynamic and cohesive academic environment that benefits both faculty and students.

Teachers utilize and share a variety of resources, such as curricular guidelines, free resources, teacher collaboration, and professional development programs, to help them get ready for integrating 21st century abilities into their teaching methods (Haryani et al., 2021). Moreover, sharing materials and informal information was the most popular way for these teachers to work together. There was a modest increase in the number of collaborations that were reported, suggesting that over time, teachers and other school staff worked together more. This lessens the strain of overload on teachers (Boice et al., 2021).

### 3.5 Insights Shared by Administrators on Faculty Turnover in Private Tertiary Institutions

After analyzing the responses of administrators about their insights, the following themes emerged: (a) Cultivating Transparency and Support to Enhance Faculty Retention, (b) Enhancing Employee Retention through Comprehensive Benefits Review and Professional Development Opportunities, and (c) Creating a Healthy Work Environment.

**Cultivating Transparency and Support to Enhance Faculty Retention.** Cultivating transparency and support is essential to enhancing faculty retention within academic institutions. Transparency fosters trust and confidence among faculty members by ensuring clear communication regarding organizational decisions, policies, and expectations. Administrators should establish open channels of communication, such as regular meetings or feedback mechanisms, to address faculty concerns and provide opportunities for input and feedback.

Transparent communication and structured support mechanisms increase professor retention (Basten & Haamann, 2018). Supportive work settings, including as mentorship and open communication, also improve faculty job satisfaction and retention (O'Meara et al., 2019). Similarly, Eddy and Ward (2015) discuss faculty labor and organizational culture in higher education, emphasizing the importance of transparency and institutional support in faculty retention.

**Enhancing Employee Retention through Comprehensive Benefits Review and Professional Development Opportunities.** This is paramount for fostering a supportive and fulfilling work environment. Conducting regular reviews of benefits ensures that employees' needs are met and that compensation packages remain competitive.

In today's job world, where salary is one of the determining factors, employees depart their existing employment and accept higher-paying positions opportunity (Belete, 2018). Thus, it is necessary for organizations to extend considerable and satisfactory stipends and benefits in order to keep competent employees, captivate efficient individuals, prompt employees to be diligent, and successfully achieve the institutions objectives (Saeed et al., 2023). A company's compensation system is increasingly considered a strategic tool for harmonizing the interests of employees and management.

and improve company efficiency (Singh & Loncar, 2010).

When dealing with faculty turnover, it is critical to address all aspects of compensation, including level, structure, benefits, and raises. It highlights the necessity of providing employees with possibilities for professional development while being supported by the economic part (Rusi et al., 2023).

**Creating a Healthy Work Environment.** This is crucial for enhancing employee retention within any organization. A healthy work environment fosters employee well-being, satisfaction, and productivity. Administrators should prioritize initiatives that promote work-life balance, recognize employee achievements, and cultivate a culture of respect and inclusivity. Additionally, providing resources for

stress management, wellness programs, and supportive policies can contribute to a positive workplace culture.

Maintaining happy and productive teachers directly affects the quality of mentoring and instruction, thus every attempt should be made to create healthy work environments. One of the best ways to increase teacher retention, career longevity, and happiness is to encourage work-life balance and workload management, such as reducing volunteer and teaching responsibilities (Boamah et al. 2022). Furthermore, administrators should create workplace wellness rules, commit to strategies that can boost efficacy and productivity, and regularly review long-term plans to assist prioritize institutional goals and objectives (Sawar et al., 2021).

### **3.6 Insights Shared by Teachers on Faculty Turnover in Private Tertiary Institutions**

After analyzing the responses of faculty about their insights, the following themes emerged: (a) Holistic Support Through Open Communication with Administrators, (b) Effective Use of Meetings for Problem-Solving and Misconception Management, and (c) Implementing Comprehensive Mentoring and Consultation.

**Holistic Support Through Open Communication with Administrators.** It is fundamental for fostering a positive work environment and enhancing faculty retention. Encouraging transparent and frequent communication channels allows faculty members to express their concerns, share feedback, and seek assistance when needed. Alam & Asim (2019) accentuated that it is important for the leaders to have open communication with employees and clearly explain the task to them and make sure that the task is understood by the employee in order to reduce turnover intention to retain the staff.

Administrators played an important role in increasing their teachers' capacity to deliver lessons and carry out their day-to-day tasks in the classroom. Employees perform better when their supervisors are accommodating, flexible and helpful. This fosters dedication, motivation, and job satisfaction (Yousaf et al., 2018). Given that pupils' sense of comfort and predictability might be disrupted when teachers leave undermine ties, schools working in high turnover situations should adopt measures that build trust, open communication and cooperation among teachers, students and administrators (Menzies, 2023).

**Effective Use of Meetings for Problem-Solving and Misconception Management.** Meetings play a crucial role in addressing challenges, resolving misunderstandings, and fostering effective communication within an organization. When structured efficiently, meetings serve as a platform for collaborative problem-solving, ensuring that issues are analyzed from multiple perspectives and solutions are developed collectively. Additionally, they help clarify misconceptions, align team members with organizational goals, and enhance decision-making processes. By implementing strategic meeting practices, organizations can maximize productivity, improve teamwork, and create a more transparent and solution-oriented work environment.

Bergman et al. (2016) emphasized that the meetings were considered not only as a chance to deliver information top down, but also as a mechanism by which employees could influence decision-making, resolve misconceptions, and promote development at work. Workplace meetings also have a specific health-promoting benefit.

It has been discovered that induction programs that involve a mentor, regular meetings, and an emphasis on high-value activities—such as observation and feedback, assessing students' needs and strengths, talking about instructional concerns, and creating a professional growth plan—improve teacher retention (Picucci, 2016).

**Implementing Comprehensive Mentoring and Consultation.** It is vital for fostering professional growth, enhancing skills, and improving overall organizational effectiveness. A well-structured mentoring system provides guidance, support, and knowledge transfer, while effective consultation ensures informed decision-making and problem-solving. Together, these strategies create a collaborative environment where individuals can develop their potential, enhance productivity, and contribute to organizational success. By integrating mentoring and consultation, institutions can cultivate a culture of continuous learning and innovation, ultimately leading to sustained growth and excellence.

Policymakers should actively address the challenges caused by high teacher turnover because of the possibility of increasing turnover in the future. Retaining seasoned educators through professional development or shared decision-making roles, as well as offering new teachers excellent mentoring and induction, can help lower high teacher turnover (Sorensen & Ladd, 2020). Supervisor support entails recognizing employee contributions and delivering timely constructive feedback (Au & Ahmed, 2016). Regular and timely feedback from supervisors not only improves the learning experience but also allows teachers to effectively improve their performance (Saleem et al., 2013; Rashid et al., 2022).

#### **4. Conclusion**

Administrators' viewpoints on encounters with faculty turnover unveil notable themes. Administrators grappling with faculty turnover confront a myriad of challenges, ranging from financial strains and time constraints associated with hiring and training replacements to obstacles within organizational productivity. These experiences not only burden administrative staff but also have a detrimental impact on the academic environment and student learning. The instability caused by turnover disrupts the continuity of educational delivery, hampers faculty-student relationships, and undermines the overall quality of academic programs. On the other hand, faculty perspectives on experiences with faculty turnover reveal significant themes. These include the challenges of being tasked with additional assignments and workloads, the disruption of both student learning experiences and institutional activities. Insufficient orientation and turnover of tasks by departing faculty further compound these issues. However, amidst the adversities, there is acknowledgment of potential benefits, such as receiving additional compensation.

The coping strategies employed by administrators in private tertiary institutions to address faculty turnover underscore a proactive and holistic approach. Through regular meetings, strategic human resource management, and planning, administrators aim to anticipate and manage turnover effectively. Moreover, promoting the well-being and relaxation of faculty and staff through extracurricular activities and retreats is prioritized to foster a supportive work environment. Additionally, effective workload management and communication strategies are implemented to minimize faculty turnover and maintain institutional stability. Meanwhile, the coping strategies adopted by faculty members in private tertiary institutions in response to faculty turnover underscore a multifaceted approach aimed at maintaining well-being and professional growth. Engaging in annual recollection and rest and recreation activities, along with bonding with coworkers, fosters camaraderie and resilience. Also, professional development opportunities ensure continuous growth and adaptability. Mental health support and counseling initiatives prioritize holistic well-being. Lastly, sharing resources and collaborating fosters a sense of community and resourcefulness. Collectively, these coping strategies highlight the resilience and collaborative spirit of faculty members and administrators as they navigate the challenges of faculty turnover, ultimately contributing to a supportive and thriving academic environment within private tertiary institutions.

Furthermore, the insights shared by administrators on faculty turnover in private tertiary institutions reveal a shared understanding of the multifaceted challenges and strategies necessary for retention and organizational success. Themes such as cultivating transparency and support, enhancing employee retention through benefits review and professional development, and creating a healthy work environment underscore the importance of fostering a supportive and conducive atmosphere for faculty members. At the same time, the insights provided by faculty members offer invaluable perspectives on addressing faculty turnover within private tertiary institutions. The identified themes highlight the critical importance of holistic support and open communication channels between faculty and administrators. Effective utilization of meetings as a platform for problem-solving and misconception management emerges as a key strategy in fostering understanding and collaboration. Moreover, the implementation of comprehensive mentoring and consultation programs demonstrates a commitment to faculty development and engagement. By embracing these insights shared by the administrators and faculty, institutions can navigate faculty turnover challenges more effectively and cultivate a culture of support, collaboration, and growth within their academic communities.

## **5. Recommendations**

The researchers provided the following recommendations based on the results of the study:

For administrators, they may foster a transparent and supportive work environment by encouraging regular dialogue and feedback sessions, establishing clear communication channels, and promoting collaborative decision-making. Also, administrators may prioritize strategic human resource management by conducting regular staffing assessments, developing succession plans for potential turnover, investing in professional development to empower faculty, and proactively addressing workload, job satisfaction, and career advancement issues. Additionally, administrators may promote faculty and staff well-being by organizing extracurricular activities and retreats for work-life balance and community building, and providing access to wellness resources like counseling, stress management workshops, and fitness programs to support mental and physical health. Administrators can implement effective workload management and communication strategies by setting clear expectations for job roles, fostering open communication using technology platforms, and regularly adjusting workload distribution based on feedback and institutional priorities to ensure a balanced workload for faculty members.

For faculty members, they can prioritize their well-being and professional growth by engaging in rest and recreation activities and bonding with colleagues to foster camaraderie and resilience. Participation in annual recollection activities provides opportunities for reflection and rejuvenation, contributing to personal and professional development. Additionally, faculty members may take advantage of professional development opportunities, such as attending conferences and pursuing additional training, enables faculty to continuously grow and adapt to changing environments. It is crucial for faculty to prioritize their mental health by seeking support from counseling resources and advocating for a supportive work environment that promotes work-life balance. Lastly, faculty members may collaborate with colleagues and resource sharing to fosters a sense of community and resourcefulness, contributing to a supportive and thriving academic environment within private tertiary institutions.

For future researchers, they may conduct longitudinal studies to track faculty members over an extended period, capturing changes in turnover rates, retention strategies, and turnover-related outcomes over time. Longitudinal approaches allow for the examination of temporal trends and the identification of causal relationships between variable. They may also combine qualitative and quantitative approaches to

triangulate findings and provide a more comprehensive understanding of faculty turnover. By employing diverse research methods, future researchers may gain multifaceted insights into faculty turnover, address methodological limitations of this study, and generate findings with broader applicability and relevance to higher education stakeholders.

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