



ANALYZING EMPLOYEE ENGAGEMENT, MANAGEMENT EFFECTIVENESS, AND TURNOVER RATES IN A PRIVATE EDUCATION INSTITUTION: RECOMMENDATIONS FOR INSTITUTIONAL POLICY AND LEADERSHIP EFFECTIVENESS

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ABSTRACT :

Employee turnover remains a continuing challenge for many private educational institutions, as frequent employee movement disrupts instructional continuity, affects organizational stability, and increases administrative and recruitment costs. In academic organizations, maintaining a stable and committed workforce is essential to ensure consistent program implementation and sustained institutional development. At Surigao Education Center (SEC), recurring voluntary turnover among faculty and staff has raised concerns regarding the level of employee engagement and the perceived effectiveness of institutional leadership and management practices. Organizational literature highlights that employees who experience low engagement and insufficient managerial support are more likely to develop intentions to leave their organizations. Despite the growing recognition of these concerns, limited empirical investigations have simultaneously examined employee engagement, perceived management effectiveness, and turnover tendencies within private educational institutions, particularly in regional contexts in the Philippines. This gap underscores the importance of examining how internal organizational factors shape employees' work attitudes and retention behaviors. Anchored on the premise that engaged employees and supportive leadership practices contribute to stronger organizational commitment, this study explored the dynamics between employee engagement, perceived management effectiveness, and turnover tendencies among faculty and staff of Surigao Education Center during the academic year 2025–2026. Employee engagement was examined through the dimensions of vigor, dedication, and absorption, while management effectiveness was viewed in terms of support, guidance, recognition, and clarity of direction provided by institutional leaders. Understanding how these organizational factors relate to employees' likelihood of voluntary turnover provides valuable insights for strengthening institutional policies and leadership practices. The findings contribute to the growing body of knowledge on workforce management in private educational institutions and offer practical insights for enhancing employee retention, promoting a supportive organizational climate, and sustaining long-term institutional stability.

Keywords: employee engagement, management effectiveness, turnover rates, leadership effectiveness, institutional policy

1. INTRODUCTION

Human capital is widely recognized as the most critical resource in any organization, particularly in the education sector where institutional effectiveness, instructional quality, and learner outcomes are highly dependent on the competence, commitment, and stability of faculty and staff. In recent years, organizational research has increasingly emphasized employee engagement, management effectiveness, and turnover rates as interrelated constructs that significantly influence institutional performance and sustainability. Employee engagement, characterized by vigor, dedication, and absorption, has been empirically linked to higher productivity, organizational commitment, and reduced intentions to leave (Schaufeli, 2021). Likewise, management effectiveness, reflected through leadership style, communication practices, decision-making processes, and support systems, plays a decisive role in shaping employees' daily work experiences and long-term attachment to organizations (Gomez, 2022).

Globally, turnover remains a pressing concern across sectors, including education. International labor reports indicate that voluntary turnover has increased following post-pandemic workplace restructuring, workload intensification, and leadership challenges (ILO, 2022). In the Philippines, data from the Philippine Statistics Authority show that employee mobility and job switching have risen steadily in private institutions, with education-related services experiencing persistent staffing instability (PSA, 2023). Studies in Philippine private schools further reveal that disengaged employees and weak managerial support systems are among the leading predictors of resignation, outweighing even compensation-related factors (Mabini, 2022; Santos, 2021). These trends suggest that turnover in education is not merely an operational concern but a structural issue tied to leadership and employee experience.

Despite the growing body of literature on employee engagement and management effectiveness, a significant research gap remains. Most empirical studies conducted in the Philippine context focus on industries such as business process outsourcing (BPOs), banking, and large urban corporations located in Metro Manila and Cebu (Alonzo, 2020; Lee, 2021). There is limited empirical evidence that simultaneously examines employee engagement, perceived management effectiveness, and actual turnover rates within private education institutions, particularly those located in regional and provincial

settings. This gap is critical because organizational dynamics in educational institutions differ substantially from profit-oriented industries in terms of mission, professional identity, and leadership expectations. Consequently, policies and retention strategies derived from other sectors may not be directly applicable to private schools.

Grounding this inquiry in the Philippine education context strengthens both its academic credibility and practical relevance. Local studies emphasize that Filipino educators place high value on supportive leadership, participative decision-making, and meaningful work engagement, all of which influence their decision to remain in an institution (De Guzman & Tan, 2021; Philippine Business Review, 2023). However, these findings are often discussed in isolation and rarely validated using actual turnover data. This study addresses that limitation by statistically examining the relationships among engagement, management effectiveness, and turnover rates, thereby providing evidence-based insights tailored to private education institutions.

The conduct of this study is also aligned with the global development agenda, particularly the Sustainable Development Goals of the United Nations. Specifically, the research supports SDG 4 (Quality Education) by recognizing that stable, motivated, and well-supported educators are essential to ensuring consistent and high-quality learning experiences. High turnover disrupts curriculum continuity, weakens institutional memory, and compromises educational quality. In addition, the study contributes to SDG 8 (Decent Work and Economic Growth) by promoting healthy work environments, effective leadership, and employee well-being within education institutions. The proposed output of this study, an evidence-based employment retention and leadership improvement plan, directly advances these SDGs by fostering decent work conditions and strengthening institutional sustainability.

For some time, a high turnover rate has been observed at the Surigao Education Center (SEC). The institution appears to be in a constant cycle of hiring and training, only to see talented individuals leave, often of their own choice. This is the primary concern of the researcher. It is not merely an administrative challenge; it has serious implications for instructional consistency, organizational culture, and the overall quality of education delivered to students. This persistent turnover problem is therefore the central issue that this study seeks to investigate.

2. REVIEW OF RELATED LITERATURE

This study examines how employee engagement and management effectiveness influence turnover in private educational institutions by integrating psychological and organizational theories.

Anchored on Kahn's Engagement Theory (Kahn, 1990), the Job Demands-Resources Model (Bakker & Demerouti, 2022), Transformational Leadership Theory (Bass, 1985), Systems Theory (Mehta, 2021), and Herzberg's Two-Factor Theory (Alrawahi et al., 2020), the research highlights that meaningful work, psychological safety, managerial support, and leadership practices drive engagement, which in turn affects turnover intentions (Saks, 2022; Lee & Kim, 2022; Cruz, 2023). Together, these frameworks establish that management effectiveness can directly and indirectly influence faculty retention, providing a foundation for understanding attrition at Surigao Education Center (SEC) and guiding evidence-based leadership and policy interventions.

2.1 Kahn's Engagement Theory (1990)

Kahn's Engagement Theory explains employee engagement as the result of three core psychological conditions: meaningfulness, psychological safety, and psychological availability, which together enable employees to invest their cognitive, emotional, and physical energies into their work roles. Although originally introduced in 1990, the theory remains highly relevant in contemporary organizational research, with recent studies confirming that these psychological conditions are strong predictors of engagement and reduced turnover intentions (Saks, 2022; Fletcher & Robinson, 2021).

In the present study, Kahn's theory provides the theoretical basis for examining employee engagement among faculty and staff at Surigao Education Center (SEC). Psychological meaningfulness is reflected in employees' sense of pride, purpose, and commitment to their work. In educational institutions, when teachers and staff perceive their roles as meaningful and aligned with institutional goals, they demonstrate stronger dedication and are less likely to disengage or consider resignation (De Guzman & Tan, 2021). This condition is directly linked to the study's engagement dimension of dedication.

Psychological safety is shaped by leadership behaviors that promote fairness, support, recognition, and open communication. Contemporary literature emphasizes that employees who feel safe to express concerns and participate in decision-making exhibit higher engagement and lower withdrawal tendencies (Fletcher & Robinson, 2021; Saks, 2022). In this study, perceived management effectiveness, particularly in terms of support, guidance, recognition, and clarity, serves as a key organizational factor influencing psychological safety at SEC.

Psychological availability refers to employees' capacity to invest energy and attention in their work roles. High workload, stress, and ineffective management can reduce this capacity, resulting in diminished engagement. Consistent with the Utrecht Work Engagement framework, engagement in this study is operationalized through vigor, dedication, and absorption, which collectively represent employees' energy, involvement, and focus at work (Schaufeli, 2021). Low levels of these dimensions may indicate disengagement and an increased likelihood of voluntary turnover.

Overall, Kahn's Engagement Theory supports the assumption that employee engagement at SEC is shaped by both individual experiences and managerial practices. When meaningful work, psychological safety, and availability are present, employees are more likely to remain engaged and committed. Conversely, the absence of these conditions may trigger disengagement and voluntary turnover, underscoring the importance of effective leadership and supportive institutional policies in private education institutions.

2.2 Job Demands-Resources (JD-R) Model

The Job Demands-Resources (JD-R) Model explains that employee engagement develops when job resources adequately balance or outweigh job demands (Bakker & Demerouti, 2007). Job demands include aspects such as workload, time pressure, and role ambiguity, while job resources include managerial support, autonomy, feedback, and recognition. Contemporary research continues to affirm that job resources are strong predictors of work engagement and employee retention (Bakker & Demerouti, 2022).

Recent meta-analytic findings highlight managerial support as one of the most influential job resources in sustaining engagement and reducing turnover intentions (Bakker & Demerouti, 2022). When employees perceive strong leadership support, clear communication, and fair treatment, they are better

equipped to cope with job demands and maintain motivation. Conversely, excessive demands without sufficient resources can lead to burnout, disengagement, and eventual withdrawal behaviors.

In Philippine educational contexts, high teaching loads and administrative responsibilities, when not matched with adequate leadership support, have been associated with burnout and increased exit decisions (Cruz, 2023). This underscores the importance of institutional leadership in buffering the pressures inherent in academic environments.

In the present study, perceived management effectiveness functions as a critical job resource within the JD-R framework. Effective leadership, through support, guidance, recognition, and clarity, may mitigate job demands and sustain vigor, dedication, and absorption. Thus, management effectiveness is expected to play a protective role against disengagement and voluntary turnover at Surigao Education Center (SEC).

2.3 Transformational Leadership Theory (Bass, 1985)

Transformational Leadership Theory posits that leaders who inspire, intellectually stimulate, and provide individualized consideration to employees foster higher levels of motivation, engagement, and organizational commitment (Bass, 1985). Transformational leaders articulate a compelling vision, promote trust, and encourage professional growth, thereby strengthening employee attachment to the organization.

Recent leadership research confirms that transformational leadership significantly reduces turnover intention by enhancing trust, intrinsic motivation, and emotional commitment (Hoch et al., 2021; Lee & Kim, 2022). Employees who perceive their leaders as supportive and inspiring are more likely to invest effort in their roles and less likely to consider leaving the organization.

In educational institutions, leadership style plays a central role in shaping faculty morale, collaboration, and institutional loyalty. Leaders who communicate transparently, recognize contributions, and involve employees in decision-making cultivate a positive work climate that strengthens engagement.

In this study, perceived management effectiveness, measured through leadership style, communication, decision-making, and support systems, draws heavily from transformational leadership principles. Leaders at SEC who clarify expectations, provide consistent guidance, and recognize employee contributions are expected to enhance engagement and reduce withdrawal behaviors, ultimately lowering voluntary turnover.

2.4 Systems Theory of Management

Systems Theory conceptualizes organizations as interconnected systems in which various components, leadership, employee attitudes, policies, and outcomes, interact and influence one another (von Bertalanffy, 1968). Modern organizational applications emphasize that changes or inefficiencies in one subsystem inevitably affect the overall functioning of the organization (Mehta, 2021).

Contemporary research underscores systemic alignment as a critical determinant of institutional sustainability and performance (Mehta, 2021). When leadership practices, organizational policies, and employee expectations are aligned, the organization functions more effectively and maintains higher levels of engagement and retention.

In educational institutions, ineffective leadership practices may disrupt this systemic balance, weakening morale and increasing dissatisfaction. Misalignment between institutional goals and employee expectations can diminish engagement and accelerate turnover.

Applied to SEC, Systems Theory suggests that management effectiveness is not an isolated variable but a core subsystem influencing employee engagement and turnover. Ineffective management may create ripple effects across morale, commitment, and retention, while effective leadership can reinforce alignment and organizational stability.

2.5 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory distinguishes between hygiene factors, which prevent dissatisfaction, and motivators, which actively promote satisfaction and engagement (Herzberg, 1959). Hygiene factors include supervision quality, policies, and working conditions, while motivators include recognition, achievement, and opportunities for growth.

Recent empirical studies affirm that inadequate hygiene factors increase turnover risk, whereas strong motivators enhance engagement and loyalty (Alrawahi et al., 2020; Nguyen, 2022). Employees may leave not solely due to compensation concerns but because of dissatisfaction with leadership practices or lack of recognition and professional growth.

In private educational institutions, unclear policies, inconsistent supervision, or weak leadership support may function as hygiene deficiencies that foster dissatisfaction. Conversely, recognition, constructive feedback, and professional development opportunities act as motivators that strengthen engagement.

In this study, perceived management effectiveness encompasses both hygiene elements (fairness, clarity, supervision quality) and motivational factors (recognition, guidance, support). Thus, turnover at SEC is viewed as a cumulative response to both managerial conditions and engagement levels rather than a single-factor outcome.

Accordingly, this study proposes that perceived management effectiveness at SEC may indirectly influence voluntary turnover through its impact on vigor, dedication, and absorption, while also potentially exerting a direct effect on employees' turnover intentions. This integrated theoretical foundation strengthens the study's explanatory power and aligns the IPO framework with contemporary organizational research.

3. RESEARCH METHODOLOGY

This study employed a quantitative, descriptive-correlational research design to systematically examine the interplay among employee engagement, management effectiveness, and voluntary turnover intentions. The research was conducted at the Surigao Education Center (SEC), a private, non-sectarian educational institution in Surigao City, Philippines, selected due to a recent organizational context characterized by notable employee attrition. A non-

probability purposive sampling technique with quota allocation was utilized to select 100 full-time employees, equally divided into 50 teaching faculty and 50 non-teaching staff. Part-time and probationary personnel were explicitly excluded to ensure that all respondents possessed sufficient tenure and direct exposure to institutional policies, thereby providing a stable and informed assessment of organizational dynamics and leadership practices.

Data were collected utilizing a structured, self-administered survey distributed electronically via Google Forms to ensure respondent anonymity and facilitate efficient, standardized data aggregation. The instrument was meticulously adapted from established theoretical frameworks to measure the core variables, beginning with demographic profiling. Employee engagement was assessed through constructs derived from Kahn's Theory and the Utrecht Work Engagement Scale (UWES) (Alonzo, 2019; Schaufeli, 2021), focusing specifically on vigor, dedication, and absorption. Perceived management effectiveness—evaluated in terms of support, guidance, recognition, and clarity—was operationalized using principles from the Path-Goal Theory alongside adapted management perception scales (Cruz, 2023; Del Rosario & Tan, 2020; Lee, 2021). Turnover intent was measured using indicators grounded in Mobley's Turnover Model and related contemporary metrics (Gomez, 2022; HR Management Journal, 2022). All substantive items were evaluated using a validated five-point Likert scale ranging from strongly disagree to strongly agree, enabling the quantification of perceptual data for robust empirical testing.

Analytical procedures were executed in three rigorous phases encompassing pre-data collection validation, ethical administration, and systematic statistical treatment. Prior to distribution, the instrument underwent expert validation and institutional ethical clearance, ensuring strict adherence to informed consent and confidentiality protocols throughout the data-gathering process. Following data retrieval, responses were systematically coded and subjected to comprehensive statistical analyses to address the research objectives. Descriptive statistics, including frequency distributions, percentages, weighted means, and standard deviations, were calculated to ascertain the demographic profile of respondents and the prevailing levels of the core variables. Inferential statistical techniques, specifically Pearson's product-moment correlation (r) and multiple regression analysis, were subsequently applied to empirically test the formulated hypotheses, determine the strength and direction of the linear relationships among variables, and identify significant predictors of employee turnover within the institution.

4. RESULTS AND DISCUSSION

4.1 Profile of the respondents

The demographic and professional profile of the respondents establishes a crucial contextual foundation for interpreting empirical variations in employee engagement, management effectiveness, and voluntary turnover intentions. An analysis of the age distribution reveals a predominantly early-to-mid-career workforce, with the largest cohort positioned in the 25–34 age bracket (41%), followed by those aged 45–54 (20%), and minor representations from the under 25 (14%) and 55 and above (10%) categories. This concentration of younger professionals suggests a highly mobile demographic that typically prioritizes career progression, mentorship, and long-term organizational fit, making them particularly susceptible to turnover if management practices are perceived as inadequate. Concurrently, the gender distribution indicates a significantly female-dominated environment, comprising 70% females versus 30% males. Such demographic asymmetry necessitates institutional policies and retention strategies that are acutely responsive to gender-specific engagement drivers, particularly emphasizing inclusive leadership paradigms and the facilitation of work-life balance.

An examination of educational attainment illustrates a fundamentally qualified workforce where a substantial majority possess a Bachelor's Degree (74%), while specialized postgraduate qualifications are considerably less prevalent, represented by Master's Degrees (18%) and Doctorates (2%). This academic profile highlights a critical opportunity for institutional leadership to foster engagement through structured professional development and upskilling initiatives, as the absence of clear advancement pathways frequently acts as a primary catalyst for attrition among degree-holding professionals. Furthermore, the respondent pool features a precisely balanced organizational distribution between teaching faculty (50%) and non-teaching personnel (50%). Ensuring this equal representation is methodologically vital, as it prevents inherent bias within the subsequent retention plan and acknowledges the distinct engagement requirements of both operational spheres. Academic staff generally prioritize academic autonomy and departmental support, whereas administrative personnel typically value operational efficiency, necessitating a highly versatile framework for evaluating overarching management effectiveness.

Tenure data uncovers a distinctly bifurcated workforce characterized by a high concentration of relatively recent hires operating alongside a stable cohort of tenured personnel. The largest segment consists of employees with 1–3 years of service (35%), combined with a notable proportion of new hires under one year (19%), contrasting with the 22% who have dedicated more than a decade to the institution. This specific temporal distribution points toward a potential structural vulnerability at the early stages of employment, underscoring the critical need to investigate the specific disengagement mechanisms affecting newer staff members. Formulating an effective institutional retention strategy therefore requires bridging the perceptual gap between the deeply rooted institutional memory of the long-term staff and the evolving career expectations of recent recruits. Addressing these distinct temporal and professional dynamics directly informs the development of evidence-based interventions designed to elevate organizational commitment and systematically mitigate the underlying drivers of voluntary turnover.

4.2 Employee Engagement

The empirical assessment of employee engagement among the faculty and staff at the Surigao Education Center reveals a highly robust organizational climate, evidenced by an overall composite mean of 4.29 ($SD = 0.472$). Within the tridimensional framework of engagement, dedication emerged as the most pronounced factor ($M = 4.43$, $SD = 0.480$), reflecting a profound psychological identification with professional roles. Personnel reported exceptionally high levels of occupational pride and perceived meaningfulness in their work, with both indicators achieving a peak mean of 4.54. These metrics suggest that the workforce is intrinsically motivated and views their contributions as integral to the educational landscape, rather than merely transactional administrative or instructional duties. A slightly lower enthusiasm for the overarching institutional mission ($M = 4.26$) indicates that while individual job satisfaction is optimal, a marginal opportunity exists to further synchronize personal professional values with the broader organizational

vision.

Concurrent evaluations of vigor and absorption further elucidate the cognitive and physical energy dynamics operating within the institution. Vigor yielded a strong composite mean of 4.25 (SD = 0.446), propelled by personnel consistently exerting substantial effort to achieve work objectives (M = 4.44) and demonstrating robust motivation to initiate their daily tasks (M = 4.30). The capacity to sustain this effort over prolonged periods without experiencing mental fatigue recorded a comparatively lower mean of 3.94, suggesting a latent vulnerability to cumulative occupational exhaustion. Similarly, the dimension of absorption recorded a composite mean of 4.20 (SD = 0.490), characterized by a deep state of cognitive immersion where time appears to pass rapidly (M = 4.31). Despite this intense involvement, respondents reported a moderate ability to detach from challenging assignments (M = 3.99), signifying the presence of necessary psychological boundaries that act as a protective buffer against complete emotional depletion.

The synthesis of these empirical findings underscores a low immediate risk of voluntary turnover, provided that institutional leadership actively sustains this value-based engagement paradigm. Management must prioritize strategic interventions that protect the intrinsic passion of the workforce while directly mitigating the identified risks of mental drain and cognitive fatigue. Formulating an effective employment retention plan requires optimizing administrative workflows to reduce structural friction and establishing comprehensive wellness programs that safeguard long-term psychological stamina. Fostering an environment that facilitates uninterrupted cognitive immersion and visibly aligns the institutional trajectory with employee pride will be paramount in ensuring that current levels of vigor, dedication, and absorption translate into enduring organizational commitment.

4.3 Management Effectiveness

The empirical evaluation of perceived management effectiveness at the Surigao Education Center yielded an overall composite mean of 4.17 (SD = 0.672), reflecting a generally positive organizational consensus categorized as "Agree." Within the assessed dimensions, leadership demonstrated pronounced strengths in structural communication and interpersonal connectivity, with both Goal Clarity and Communication (M = 4.32, SD = 0.575) and Support and Approachability (M = 4.28, SD = 0.710) achieving a "Strongly Agree" designation. Personnel reported an exceptionally high degree of role clarity (M = 4.55), indicating that management successfully establishes structural certainty and minimizes operational ambiguity. Furthermore, department heads are perceived as highly accessible (M = 4.34) and genuinely invested in employee well-being (M = 4.30). This data illustrates a predominantly empathetic leadership paradigm where hierarchical barriers are effectively bridged, allowing for transparent communication and the cultivation of psychological safety across academic and administrative departments.

Despite the robust relational foundation, the assessment revealed distinct performance gaps in the developmental and evaluative functions of institutional management. The dimension of Guidance, Coaching, and Feedback recorded a moderate composite mean of 4.11 (SD = 0.698), suggesting that while leaders are adept at resolving immediate work-related obstacles (M = 4.19), they are perceived as less effective in delivering proactive, targeted mentorship to enhance professional skills (M = 4.03). Similarly, Recognition and Fairness emerged as the lowest-rated domain (M = 4.00, SD = 0.707). Indicators evaluating the objectivity and consistency of managerial decision-making (M = 3.92), alongside the equitable distribution of credit for specific accomplishments (M = 3.97), fell notably below the aggregate institutional average. These metrics indicate a workforce that, while structurally guided and emotionally supported, perceives latent subjectivity in institutional reward systems and experiences a deficit in formal professional development frameworks.

Synthesizing these empirical outcomes necessitates a strategic pivot in organizational policy from purely supportive management toward a transformational leadership model. The current reliance on high intrinsic employee engagement to buffer the observed deficiencies in recognition and coaching presents a latent risk to institutional stability, particularly among the prominent early-career demographic seeking active mentorship and career progression. Institutional interventions must prioritize the formalization of objective performance evaluation metrics and the establishment of transparent reward mechanisms to eradicate perceptions of inequity. Implementing structured, proactive coaching systems will further address the developmental stagnation reported by both faculty and non-teaching personnel. Addressing these specific evaluative and developmental vulnerabilities is paramount for translating the existing foundation of role clarity and leadership approachability into sustained organizational loyalty and minimized voluntary turnover intent.

4.4 Voluntary Turnover Intent

The empirical assessment of voluntary turnover intent among the faculty and staff at the Surigao Education Center yielded a composite mean of 3.04 (SD = 1.086), denoting a statistically "Neutral" organizational consensus. Examination of specific indicators reveals that the highest propensity for turnover is associated with long-term career perspectives, with respondents expressing hesitation about remaining in the institution indefinitely (M = 3.25), coupled with frequent contemplation of alternative employment opportunities (M = 3.19). Conversely, metrics evaluating immediate exit strategies recorded comparatively lower means, specifically regarding active considerations of resignation (M = 2.84) and the likelihood of seeking new employment within the forthcoming year (M = 2.83). A notable statistical characteristic of this dimension is the markedly high standard deviation across all indicators, ranging from 1.093 to 1.403, which suggests a substantial variance in employee perceptions and the absence of a uniform behavioral intention across the organizational hierarchy.

This aggregate "Neutral" interpretation signifies a workforce currently situated in a state of professional indecision, highlighting a critical divergence between daily job satisfaction and long-term institutional commitment. The empirical contrast between the low immediacy of resignation and the elevated reluctance to commit long-term suggests that personnel do not perceive an acute crisis necessitating an immediate departure; rather, they may view their current organizational roles as transitional stepping stones rather than permanent career destinations. The pronounced statistical dispersion further illuminates a polarized organizational climate where a segment of the workforce remains deeply anchored, while a concurrently significant cohort actively evaluates external professional alternatives. Such ambivalence indicates that the high levels of daily engagement and structural management support previously documented do not automatically equate to enduring organizational loyalty, pointing to a complex psychological contract between the employees and the institution.

Addressing this widespread ambivalence demands immediate strategic interventions to prevent the potential attrition of a highly engaged and qualified workforce. The intersection of this neutral turnover intent with the institution's demographic profile—specifically the 41% concentration of early-career professionals in the 25–34 age bracket and the 35% cohort holding brief institutional tenure of one to three years—exposes a pronounced vulnerability to competitor poaching. Institutional leadership must therefore transcend basic operational support and systematically construct visible, long-term career progression pathways alongside comprehensive, objective recognition frameworks. Failing to decisively shift these neutral retention sentiments toward a definitive intent to stay risks eroding the foundational dedication of the staff, thereby necessitating an employment retention plan that explicitly targets long-term career actualization and structural stability.

4.5 RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT AND TURNOVER INTENT

This section examines the relationship between employee engagement and voluntary turnover intent among the respondents. It determines whether the dimensions of vigor, dedication, and absorption significantly influence employees' intention to remain in or leave the institution. The results provide empirical evidence on how engagement serves as a predictor of employee retention.

Table No. 1
Relationship between the level of employee engagement and the voluntary turnover rate

Employee Engagement	Turnover Intent		
	r-value	p-value	Interpretation
Vigor	-.262**	0.009	Significant
Dedication	-.356**	0.000	Significant
Absorption	-.221*	0.027	Significant

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The statistical analysis of the relationship between Employee Engagement and Turnover Intent at Surigao Education Center reveals a consistent and significant negative correlation across all tested dimensions. Dedication exhibits the strongest inverse relationship with a Pearson r value of -0.356, which is significant at the 0.01 level. This is followed by Vigor with an r value of -0.262 and Absorption with an r value of -0.221, both of which are also statistically significant. These figures provide empirical evidence that as levels of engagement among faculty and staff rise, their intention to leave the institution decreases proportionally.

The negative correlation coefficients signify that engagement acts as a psychological buffer against the desire to seek employment elsewhere. The dominance of Dedication in this relationship indicates that an employee's attachment to the mission of the school and their sense of professional pride are the primary anchors keeping them at the institution. While Vigor and Absorption are also significant, the data suggests that even if an employee is tired or distracted, a high sense of meaningfulness in their work will still significantly lower their intent to resign. The significance levels confirm that these results represent a genuine organizational trend within the 2025-2026 academic year.

When viewed alongside the Neutral turnover intent mean of 3.04, these correlation results explain why employees are currently indecisive about staying long-term. Because engagement levels are currently at a Strongly Agree level of 4.29, they are effectively suppressing what might otherwise be a high turnover rate. However, because the correlation is moderate rather than perfect, it suggests that engagement alone is not the only factor at play. The faculty and staff may love their work, but the Neutral intent to stay implies that external factors—perhaps related to the lower scores in Recognition and Fairness or Coaching—are preventing them from making a full long-term commitment to the institution.

The implication for the leadership at Surigao Education Center is that they cannot afford to let engagement levels slip. Since Dedication is the strongest predictor of retention, any institutional policy that undermines an employee's sense of pride or the perceived meaning of their work will likely result in an immediate spike in turnover intent. Leadership must move beyond maintaining a supportive environment and begin actively reinforcing the value of each staff member's contribution. Strengthening institutional policy should involve creating Engagement Protection strategies, ensuring that the high vigor and absorption observed in the younger 25-34 age demographic are nurtured rather than exhausted.

For the proposed employment retention plan, these findings suggest that Meaning-Centered Retention should be the cornerstone of the strategy. Rather than focusing solely on competitive salaries, the institution should prioritize professional recognition and the alignment of individual career goals with the institutional mission. Since the relationship between engagement and turnover is proven, management effectiveness must be recalibrated to focus on the indicators that drive engagement highest. By formalizing a system where Vigor is supported through wellness and Dedication is rewarded through fair credit and objective decision-making, the institution can shift the current Neutral turnover sentiment toward a definitive intent to stay.

4.6 RELATIONSHIP BETWEEN MANAGEMENT EFFECTIVENESS AND TURNOVER INTENT

This section analyzes the relationship between perceived management effectiveness and voluntary turnover intent. It evaluates whether leadership dimensions such as support, communication, guidance, and fairness significantly affect employees' decisions to stay or leave. The findings offer a basis for strengthening leadership practices to improve retention outcomes.

Table No. 14
Relationship between Management Effectiveness and the voluntary turnover rate

Management Effectiveness	Turnover Intent		
	r-value	p-value	Interpretation
Support and Approachability	-.338**	0.001	Significant
Goal Clarity and Communication	-.294**	0.003	Significant
Guidance, Coaching, and Feedback	-.319**	0.001	Significant

Recognition and Fairness	-.306**	0.002	Significant
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** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The statistical correlation analysis between Management Effectiveness and Turnover Intent at Surigao Education Center (SEC) reveals significant negative relationships across all four leadership dimensions. Support and Approachability shows the strongest inverse correlation with an r-value of -0.338 ($p = 0.001$), followed closely by Guidance, Coaching, and Feedback at -0.319 ($p = 0.001$). Recognition and Fairness yielded an r-value of -0.306 ($p = 0.002$), while Goal Clarity and Communication resulted in -0.294 ($p = 0.003$). All these values are statistically significant at the 0.01 level, indicating a highly reliable link between how staff are managed and their desire to leave the institution.

The negative correlation coefficients indicate that as management becomes more effective, the intent of employees to quit decreases. The fact that Support and Approachability (-0.338) is the most influential factor suggest that the interpersonal relationship between a department head and their staff is the primary management-related deterrent against turnover. This implies that while technical goals and instructions are necessary, the human element—specifically feeling supported and having an accessible leader—carries the most weight in an employee's decision to remain with SEC. The strong significance across all indicators suggests that a multi-faceted approach to leadership is essential rather than focusing on just one administrative area.

These findings provide a deeper explanation for the Neutral turnover intent score of 3.04 previously observed. While the overall management effectiveness was rated as Agree (4.17), the correlation data shows that any perceived weakness in leadership directly feeds into the staff's indecision about their long-term future. Because Support and Guidance show the strongest correlations, the Neutral stance of many employees likely stems from a desire for more personalized leadership. The data suggests that even if the institutional goals are clear, a lack of consistent coaching or a perceived lack of fairness could easily tip a Neutral employee toward a definitive decision to seek employment elsewhere.

The implication for SEC leadership is that the quality of department-level management is a direct predictor of institutional stability. Since Support and Approachability is the strongest anchor, institutional policy must prioritize the development of empathetic and accessible leaders. The significant correlation of Recognition and Fairness (-0.306) further implies that if management fails to be objective and consistent in their decision-making, even the most dedicated employees may begin to consider resignation. Leadership must transition from being purely administrative to being more relational and developmental to effectively suppress turnover intent among both teaching and non-teaching staff.

For the employment retention plan to be successful, it must include a robust Leadership Development Program specifically aimed at the areas with the strongest correlations. SEC should implement regular sensitivity and approachability training for department heads to ensure they remain the primary reason employees choose to stay. Furthermore, the plan should standardize feedback and recognition processes to move these scores from Agree to Strongly Agree. By strengthening the specific management behaviors that have the highest r-values, the institution can proactively reduce turnover intent, creating a more stable and loyal workforce for the 2025-2026 academic year and beyond.

5. CONCLUSIONS

The study concludes that employee engagement and perceived management effectiveness significantly influence voluntary turnover intent. High levels of engagement, particularly dedication, contribute to lower intentions to leave, indicating that meaningful work and professional commitment are critical factors in employee retention. Moreover, management effectiveness plays a vital role in shaping employees' organizational commitment. While leadership is perceived as supportive and clear in communication, deficiencies in coaching, feedback, and recognition may limit employees' professional growth and weaken long-term retention. The neutral level of turnover intent suggests that employees are at a transitional stage, wherein they are neither fully committed nor actively disengaged. This condition implies that existing institutional practices are adequate for maintaining engagement but insufficient for securing long-term employee retention. Overall, the findings emphasize the need for a balanced approach to leadership that integrates supportive, communicative, and developmental practices. Strengthening these areas is essential to enhance employee retention and institutional stability.

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