ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

ORGANIZATIONAL CYNICISM AND JOB EMBEDDEDNESS AS PREDICTORS OF TURNOVER INTENTIONS AMONG TEACHERS IN PRIVATE HIGHER EDUCATION INSTITUTIONS: AN EXPLANATORY SEQUENTIAL DESIGN

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Article DOI: https://doi.org/10.36713/epra17304
DOI No: 10.36713/epra17304

ABSTRACT

This study utilized mixed methods approach particularly explanatory sequential design, it investigated the influence of organizational cynicism and job embeddedness towards turnover intentions of teachers coming from private HEIs in Region XI where adapted survey questionnaires were utilized in gathering quantitative data and as for its qualitative data it used in-depth interview (IDI) and focus group discussion (FGD). The participants of the study were faculty members who work in higher education institutions in the Davao Region. Further, the study used three adapted survey tools with a five-point Likert scale and an interview guide was used to generate the data relative to the research questions. The mean, standard deviation, and multiple linear regression were used as statistical tools while in the qualitative strand thematic analysis was employed. Moreover, data integration was used for data integration. The quantitative data was first generated and after which qualitative data were collected. Results showed that Organizational Cynicism and Turnover Intention were rated low while Job Embeddedness is high. It was found that organizational cynicism and job embeddedness significantly influence turnover intentions of teachers. In the qualitative phase of the study, standpoints of the participants on the variables and their relationship revealed five themes namely Confirmed Low Rating of Organizational Cynicism, Confirmed High Rating of Job Embeddedness, Confirmed Low Rating of Job Turnover Intentions, Confirmed Significant Influence of Organizational Cynicism to Turnover Intention, and Confirmed Significant Influence of Job Embeddedness to Turnover Intention. Lastly, the data integration analysis show that the following pairs of quantitative and qualitative data denote agreement or confirmation.

KEYWORDS: *Education, educational leadership, organizational cynicism, job embeddedness, turnover intention, explanatory sequential design, Philippines*

INTRODUCTION

Teacher turnover has been one of the major issues in school organizations most specifically those who are in the private sectors. The action of turning over rooted from one's intention whether to leave or stay on the affiliated organization (Nguyen, et al. 2020). In the United States of America, Lee (2020) reported that the mean turnover intention rate observed across organizations in the United States for the period spanning from 2021 to 2022 amounted to 24.7%, representing an increase compared to the 22% figure recorded in the survey conducted in 2019. The rate of voluntary turnover resulting from employee resignations exceeded that of involuntary turnover (6.7%), which occurred when the organization terminated an employee. Meanwhile China, Zhou et al. (2020) conducted a comprehensive survey conducted among university faculties at a national level, a significant proportion of faculty members, specifically 54.9%, have expressed contemplation regarding the possibility of transitioning to a different educational institution. The same scenario is prevalent in the Philippines where turnover intentions particularly on teachers is remarkable as 2020 starts. In Baguio City a report of Fernandez and Batani (2021) specified a significant proportion of individuals, namely 62%, have contemplated leaving the teaching profession. In the interim, a significant proportion of respondents (76%) expressed their intention to leave their current employment, while 75% indicated that the thought of resigning had not yet arisen. The primary reasons cited for this inclination were the continued enjoyment derived from their work and the perception that their wage and other benefits were satisfactory.

Research indicates that organizational cynicism (OC) significantly impacts TOI by fostering negative feelings and frustrations towards the organization, leading to increased intent to leave. This is supported by Ko & Campbell (2021) and Rasanen

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et al. (2022). Conversely, job embeddedness (JE) has a positive impact, as it reliably predicts an employee's tendency to remain in their current role (Shah et al., 2020). Peltokorpi and Allen (2023) found that teachers with long-term tenure are deeply integrated into their roles, suggesting a lower likelihood of turnover.

As a results of these literatures, this study is unique because it attempts to examine certain important results in the Philippine education system, with a focus on Region XI where the problem of teacher turnover is a developing concern. On the possible influence of organizational cynicism and turnover intentions, as well as job embeddedness as a variable, few research employed multimodal or mixed methodology.

THEORETICAL LENS

This research which views on how turnover intentions can be influenced by organizational cynicism and job embeddedness can be attributed to three theories namely *Social Exchange Theory by Homan (1958), Human Capital Theory by Becker and Schultz (1950) and Hierarchy of Needs by Maslows (1943).* Social Exchange Theory by Homan (1958), where the relationship between two social entities depends on how much each of these entities abides by social norms and the rules of exchange that have been tacitly and overtly agreed upon by the two parties, the intention to leave is perceived as the result of the management and coworkers' disregard for implicitly or openly established regulations. In the case of job embeddedness, if a teacher continues to work in the field despite a persistent imbalance that hasn't been addressed, they may have plans to quit. Numerous human characteristics, such as stress, frustration or irritation, as well as contextual characteristics, like a low pay or few prospects for professional advancement, might cause the intention to leave the job. Second, Human Capital Theory by Becker and Schultz (1950) explained that that individuals have the potential to enhance their productivity by means of acquiring more knowledge and undergoing skills training. Thus, when human capital is addressed properly there is a higher tendency that organizational cynicism is decreased and thus an employee's intention to leave the organization has a lower probability. Lastly, Hierarchy of Needs by Maslows (1943) which widely acknowledged that all individuals belonging to the human species possess a common set of wants, and these needs can be classified into distinct hierarchical groups. Broadly defined, this hierarchy encompasses the fundamental necessities required for survival, progressing towards the attainment of self-actualization and the discovery of one's life purpose. As such, when these needs and wants of the employees are addressed there is a lower tendency that they will intend to leave or quit the job they currently have.

METHODOLOGY

Research Design

For this study, the researcher utilized a mixed methods design specifically explanatory sequential. Mixed methods research is relatively recent modes of investigation that are frequently used by social scientists. These methods combine quantitative and qualitative approaches, and how they are compared or combined depends on the particular mixed method approach the researcher will use (Creswell, 2017). Explanatory sequential design, which included the conduct of two distinct phases of data collection, namely, the quantitative and the qualitative phases. The process of choosing qualitative data is informed by the quantitative data. In this scenario, the researcher can explicitly gather information pertinent to that particular inquiry (Asenahabi, 2019).

Explanatory sequential design is the ideal method for this study since it provided two distinct views for the research, particularly the pragmatists. Through this strategy, the problematic issue that is the subject of this study was brought to a more conclusive inference.

Place of the Study

The locale of the study was Davao Region, officially designated as Region XI, in particular the nearby higher education institutes (HEIs). One of the major locations in Mindanao is the Davao Region, which is home to numerous significant HEIs with a variety of ownership types and typologies and are specifically state-owned colleges and universities as well as private sectarian and non-sectarian colleges and universities.

It consists of five provinces, namely: Davao de Oro, Davao del Norte, Davao Oriental, Davao del Sur and Davao Occidental. The region is situated in the southeastern portion of Mindanao that encompasses the Davao Gulf, with Davao City serving as its regional headquarters. Based on information there are 81 listed private institutions which were listed by CHED.

Participants

In the quantitative phase, 273 faculty members who work in higher education institutions in the Davao Region took part in this study. Further, the individuals were chosen through purposeful sampling which entails the choosing study subjects in accordance with the standards established by the researcher.

In the qualitative phase of this study, ten (10) respondents were invited to become part of the In-Depth Interview (IDI) and seven (7) respondents for Focus Group Discussion (FGD). A heterogeneous group may have anything from three to four members to ten to fifteen, according to Creswell (2017). These groups come from the same participants who took part in answering the survey questionnaires in the quantitative phase.

The inclusion criteria for study participants are they had to be full-time faculty members at associated HEIs, have worked there for at least three years, and are not holding any administrative positions during the data collection period. Most importantly those who participated were those who have duly signed the informed consent form (ICF). Nonetheless, those who did not meet these requirements were excluded in the study.

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Data Analysis

In analyzing the quantitative data, **Mean** determined the status of the organizational cynicism, job embeddedness, and teacher's turnover intentions. **Standard deviation** measured the dispersion of a set of data values on the status of the organizational cynicism, job embeddedness, and teacher's turnover intention. For inferential statistics, **regression analysis** was done to determine the significant influence of organizational cynicism and job embeddedness towards teacher's turnover intentions.

For the qualitative data, to understand the entire data analysis of the responses provided by the respondents through the important IDI and FGD, the researcher used several techniques throughout the qualitative phase. **Data analysis, according to Creswell (2017**) was used, This is a continuous process that entails constant reflection of the data acquired, including posing queries and providing interpretations throughout the study.

After these two, data integration was done where analysis of the results and the nature of data integration were determined. After analyzing and collecting the data of both phases, the researcher determined whether the qualitative results confirmed or supported the findings in the quantitative phase.

Trustworthiness of the Study

To ensure the trustworthiness of the study, the researcher adhered to the four criteria for evaluating interpretive research proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability. This study's trustworthiness was established through comprehensive data collection using surveys and in-depth interviews, supplemented by focus group discussions (FGD) for triangulation.

RESULTS

Level of Organizational Cynicism among Teachers in Higher Education Institutions.

The organizational cynicism is composed of cognitive, behavioral and affective components. The overall mean is 2.28, described as low. To specify, Cognitive obtained a category mean of 2.39 with a description of low; Behavioral yielded a category mean of 2.53 with a description of low; and Affective with a category mean of 1.93 with a description of low. Sacrifice Community garnered a category mean of 3.79 with a description of high and the mean range is between 3.45 to 3.97. Link Community garnered a category mean of 3.37 with a description of moderate and the mean range is between 2.99 to 3.53.

Table 1.1

Level of Organizational Cynicism among Teachers in Higher Education Institutions

Indicators/ Items	Mean	SD	Description
A. Cognitive:			
1 thinking my boss says one thing and does other.	2.46	1.07	Low
2 having little in common in the policies, objectives and practices of my company	2.56	1.01	Low
3 doubting if my boss says he's going to do something he really will.	2.22	.99	Low
4 asking of one thing from employees, but another is rewarded.	2.38	1.03	Low
5 finding little relationship between what my boss says he will do and what he actually does.	2.32	1.03	Low
Category Mean	**2.39**	**.86**	**Low**
B. Behavioral:			
1 complaining to my friends about the things that happen in my company	2.55	1.07	Low
2 exchanging glances complicity with my classmates job	2.60	1.04	Moderate
3 commenting with other people how they are doing things in my company.	2.62	1.01	Moderate
4 criticizing the practices and policies of my company with others.	2.35	1.03	Low
Category Mean	**2.53**	**.90**	**Low**
C. Affective:			
1 thinking of my company, makes me feel angry.	1.88	.85	Low
2 thinking of my company, makes me feel tense.	1.90	.85	Low
3 thinking of my company, makes me feel anxious.	1.97	.97	Low
4 thinking of my company, makes me feel annoyed.	1.94	.91	Low
Category Mean	**1.93**	**.83**	**Low**
Overall Mean	**2.28**	**.76**	**Low**

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Level of Job Embeddedness among Teachers in Higher Education Institutions

Level of job embeddedness of the faculty in the higher education institutions is measured in terms of fit, sacrifice and link. The overall mean is 3.78, described as high. Fit has a category mean of 3.99 with a description of high and the mean range is between 3.96 to 4.19. Sacrifice Organization has gained a category mean of 3.65 with a description of high and the mean range is between 3.40 to 4.05. Link Organization garnered a category mean of 3.89 with a description of high and the mean range is between 3.23 to 4.27. Fit Community garnered a category mean of 4.02 with a description of high and the mean range is between 3.68 to 4.21. Sacrifice Community garnered a category mean of 3.79 with a description of high and the mean range is between 3.45 to 3.97. Link Community garnered a category mean of 3.37 with a description of moderate and the mean range is between 2.99 to 3.53.

Table 1.2

Level of Job Embeddedness among Teachers in Higher Education Institutions

	Indicators/ Items	Mean	SD	Description
A. Fit-Organization:				
1	liking the members of my work group.	4.19	.80	High
2	thinking that my coworkers are similar to me.	3.49	.74	High
3	utilizing my skills and talents well in this job.	4.17	.74	High
4	feeling like I am a good match for this company.	4.00	.84	High
5	thinking my values are compatible with the organization's values.	3.98	.82	High
6	fitting with the company's culture.	3.96	.79	High
7	liking the responsibility and authority I have at this company.	4.01	.79	High
8	reaching my professional goals working for this organization.	4.04	.78	High
9	feeling good about my professional growth and development.	4.10	.84	High
	Category Mean	**3.99**	**.59**	**High**
B. Sacrifice-Organization:				
1	having a lot of freedom on this job to decide how to pursue my goals.	3.73	.87	High
2	outstanding perks on this job exists	3.66	.94	High
3	feeling that people at work respect me a great deal	4.05	.81	High
4	thinking I would sacrifice a lot if I left this job.	3.45	1.05	High
5	thinking that my promotional opportunities are excellent here.	3.68	.91	High
6	thinking that I am well compensated for my level of performance.	3.79	.97	High
7	thinking that the benefits are good on this job.	3.81	.93	High
8	providing excellent healthcare benefits by this organization	3.40	1.15	High
9	providing excellent retirement benefits	3.42	1.04	High
10	having prospects for continuing employment with this company are excellent	3.54	1.02	High
	Category Mean	**3.65**	**.74**	**High**
C. Link-Organization:				
1	staying this long in my current position since it is relevant to my professional aspirations.	3.90	.84	High
2	working in this institution up to this time because the organizational environment fits my context.	3.89	.87	High
3	having qualifications or credentials which are relevant to the education industry.	4.21	.80	High
4	interacting with my co-workers regularly.	4.27	.81	High

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5	depending highly on me to accomplish our goals are my co-workers.	3.23	1.02	Moderate
6	being part of teams that work on identified institutional thrusts.	3.88	.85	High
7	involving in institutional various institutional committees where I can make valuable contributions.	3.81	.82	High
Category Mean		**3.89**	**.59**	**High**
D. Fit-Community				
1	loving the place where I live.	4.21	.80	High
2	living in an area where the weather is suitable for me.	4.10	.78	High
3	feeling this community is a good match for me.	4.08	.76	High
4	thinking of the community where I live as home.	4.04	.85	High
5	living in an area which offers the leisure activities that I like.	3.68	1.07	High
Overall Mean		**4.02**	**.72**	**High**
E. Sacrifice-Community				
1	leaving this community would be very hard.	3.45	1.07	High
2	feeling respected by people in my community.	3.97	.81	High
3	feeling safe in my neighborhood.	3.95	.87	High
Overall Mean		**3.79**	**.70**	**High**
F. Link-Community				
1	interfering in disposing my institutional duties is my marriage.	3.53	1.27	High
2	affecting my work in this institution is the nature of work of my spouse.	2.99	1.34	Moderate
3	helping in properly performing my roles in the institution I am currently working is our home ownership.	3.45	1.15	High
4	living within the locality where I am currently working are other family members or relatives.	3.37	1.35	Moderate
5	living within the locality where I am currently working are close friends.	3.49	1.26	High
Category Mean		**3.37**	**.89**	**Moderate**
Overall Mean		**3.78**	**.55**	**High**

Level of Turnover Intention among Teachers in Higher Education Institutions

The level of turnover intention of teachers in Higer Education Institutions has an overall mean of 2.34 which is described as low. Subjective Social Status obtained a category mean of 2.26 with a description of low and the mean range is between 1.88 to 2.61. Organizational Culture. This indicator obtained a category mean of 2.28 with a description of low and the mean range is between 2.24 to 2.34. Personal Orientation garnered a category mean of 2.14 with a description of low and the mean range is between 1.91 to 2.37. Expectation got a category mean of 2.59 with a description of low and the mean range is between 2.39 to 3.22. Career Growth yielded a category mean of 2.42 with a description of low and the mean range is between 2.24 to 2.68.

Table 1.3

Level of Turnover Intention among Teachers in Higher Education Institutions

Indicators/ Items		Mean	SD	Description
A. Subjective Social Status:				
1	Disliking the image of me in the future if I remain here is not good.	2.61	1.64	Moderate
2	leaving me no choice but to look for alternative job offer that will befit my status.	2.46	1.14	Low

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3	feeling of quitting this job because my present job position is not compatible with my job resume.	2.15	.99	Low
4	feeling of quitting this job because of my marital status.	1.88	1.02	Low
	Category Mean	**2.26**	**1.08**	**Low**
B. Organizational Culture:				
1	feeling of staying at home than going to work because of the way my organization is structured.	2.26	1.08	Low
2	considering to quit this job because of the organizational practices and policies.	2.34	1.14	Low
3	having a major dissatisfaction in life coming from my job environment.	2.24	1.20	Low
	Category Mean	**2.28**	**1.00**	**Low**
C. Personal Orientation:				
1	leaving my present job is my ultimate priority now because of family demand.	2.09	1.09	Low
2	feeling of my family being not happy with the nature of my job.	1.91	.91	Low
3	considering of leaving my job as a result of my health status.	2.09	1.23	Low
4	unfitting enough to continue this job in the near future	2.08	1.04	Low
5	quitting this job because the organization does not keep to its promise.	2.25	1.09	Low
6	thinking I should leave my job based on opinions of people I respect.	2.14	1.07	Low
7	intending to leave this organization in the next one year.	2.37	1.15	Low
8	quitting this organization because I see no future in it.	2.19	1.12	Low
	Category Mean	**2.14**	**.90**	**Low**
D. Expectation:				
1	healthcare package is so poor to compare to the kind of work I do.	2.43	1.08	Low
2	leaving my present job because of job insecurity.	2.49	1.21	Low
3	feeling that my present job is not worth the offer.	2.39	1.15	Low
4	preferring to work will I be respected and recognized regardless of the pay.	3.22	1.31	Moderate
5	holding me in this job is the fact that I have not gotten an acceptable alternative offer/job that is lucrative.	2.41	1.17	Low
	Overall Mean	**2.59**	**.94**	**Low**
E. Career Growth:				
1	feeling like quitting this organization because my years of service do not reflect my present job designation.	2.24	1.00	Low
2	wanting to learn few things concerning my job career in this organization and leave.	2.36	1.06	Low
3	knowing I deserve a better job, I will go for it when I find one.	2.68	1.24	Moderate
4	needing a work environment that will improve me, I don't get it here.	2.43	1.24	Low
5	feeling like quitting this organization because it does not create opportunity for advancement and development.	2.34	1.09	Low
	Category Mean	**3.37**	**.89**	**Moderate**
	Overall Mean	**2.34**	**.84**	**Low**

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Significance of the Influence of Organizational Cynicism and Job Embeddedness on Turnover Intention.

The results suggested that both organizational cynicism (β=0.776; p=0.000) and job embeddedness (β=-0.177; p=0.000) exert significant influence on the intentions of faculty from private HEIs in Region XI to leave their respective institutions. Hence, it suggested that for every unit increase in the value of organizational cynicism and job embeddedness, there is a corresponding increase of .776 and decrease of .177 respectively in the level of turnover intention among teachers. On one hand, The R-squared value of the regression model above indicates that the model has a good fit (R2=0.737). This means that the organizational cynicism and job embeddedness both significantly influence faculty members of HEIs to possess intentions of leaving or staying in their institutions.

Table 2

Significance of the Influence of Organizational Cynicismand Job Embeddedness on Turnover Intention

	Standardized Coefficients			Interpretation
	Beta	T	p-value	
Organizational Cynicism	.776	22.851	.000	**Significant**
Job Embeddedness	-.177	-5.208	.000	**Significant**
R =.859				
R Square = .737				
F = 373.011				
p value = .000				

Standpoints of the Participants on the Quantitative Results Regarding the Level of the Independent, and Dependent Variables.

The analysis made on the qualitative data have helped the researcher come up with five essentials themes, one for each salient findings, namely: Confirmed Low Rating of Organizational Cynicism, Confirmed High Rating of Job Embeddedness, Confirmed Low Rating of Job Turnover Intentions, Confirmed Significant Influence of Organizational Cynicism to Turnover Intention, and Confirmed Significant Influence of Job Embeddedness to Turnover Intention.

Confirmed Low Rating of Organizational Cynicism. This is one of the essential themes that emerged based on the IDI and FGD responses of the participants of this study. An indicator that organizational cynicism is seldom manifested depends generally on how employees feel toward their institution. This can be gleaned from the responses of the participants who stressed out that while its inevitable to have negative emotions towards their institution, it is not felt all the time and is overwhelmed by the good working relationship, competitive salary, viable benefits, opportunities for professional growth, the right leadership and operating standards by the management, and the pliability of teachers were also stressed out. The declarations of these participants who eagerly shared their experiences validated the result.

Confirmed High Rating of Job Embeddedness. Another essential theme identified from the responses of the participants of this study underscores the teacher's robust attachment to the organization. This emerged from the elicited concepts of many positive factors that anchor teachers to their work, proving that job embeddedness is oftentimes manifested. The network ties, job benefits, alignment of qualification to work assignment, and community involvement are some of the identified binding forces between the employees and the institution. The remarks of the following participants fortify high job embeddedness among teachers as they responded:

Confirmed Low Rating of Job Turnover Intentions. In this theme, the participants unveiled and explained how turnover intention transpires to be low their organization. Frequently, the responses are directing to the existence of employee-centric approach done by the organization through strategic compensation and benefits offers, career-advancement direction and support and cultivation of workplace spirituality as motivation for employees to not have plans of leaving their current positions. Specifically, some participants from the group shared similar perspectives:

Confirmed Significant Influence of Organizational Cynicism to Turnover Intention. One key predictor that raises teacher's turnover intention relies significantly on their perception about the organization and the dynamics between employee-employer relations. The researcher's presumption was substantiated with the views of the participants from the in-depth interview and focus group discussion. The participants emphasized that workers harboring cynical thoughts, behaviors and feelings toward the organization may reduce such employees' association with the institution.

Confirmed Significant Influence of Job Embeddedness to Turnover Intention. Drawing from the distinct viewpoints, this theme underlined that anti-withdrawal work state teachers are inspired by factors and activities within the organization that

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makes it undesirable to leave. Teachers have become cognizant to how building relationships, investment in professional development, embracing the organizational culture and values, employee care and considerations as well as resilience can overcome imperfections in the organization. These factors have also been attributed to low turnover rate of teachers as confirmed by the statements from the participants.

Table 3.2
Standpoints of the Participants on the Quantitative Results Regarding the Level of the Independent, and Dependent Variables

Level	Essential Theme	Typical Reasons
Organizational cynicism (independent variable)	**Confirmed low rating of Organizational cynicism**	Addressing issues promptly and collaboratively fosters trust
		Openness in decision-making cultivates understanding and trust.
		Collaboration and assistance create a sense of unity and support.
		Equity in policies and practices promotes trust and fairness.
		Timely attention to concerns demonstrates value for employees.
		Cultivating a culture of mutual respect fosters positivity.
		Strong interpersonal connections mitigate cynicism and build solidarity.
Job embeddedness (independent variable)	**Confirmed high rating of job embeddedness**	Length of years working in the organization, indicating a strong fit and commitment.
		Supportive management that listens to and addresses employee needs.
		Strong social connections and relationships within the department or institution.
		Competitive salary and benefits provided by the organization.
		Opportunities for professional growth and development within the institution.
		Positive work environment, characterized by camaraderie, minimal competition, and a sense of belonging.
		Personal fulfillment derived from the institution's mission, values, and support for individual well-being and growth.
Turnover intention (dependent variable)	**Confirmed low rating of job turnover intentions**	Employees perceive a clear path for career advancement within the institution, whether through promotions, skill development programs.
		Many employees derive a sense of fulfillment and purpose from their work within the institution.
		While some may receive offers from other organizations with potentially higher salaries or benefits, many find their current compensation package to be satisfactory.
		Despite the allure of better opportunities elsewhere, some employees may weigh the benefits of their current position against the uncertainties of a new job.
		Employees value the positive work environment fostered by the institution, characterized by supportive colleagues, approachable management, and a strong sense of camaraderie.
		The institution prioritizes the professional growth and development of its employees through training programs, workshops, conferences, and other learning opportunities.
		Many employees value the stability and security offered by their current positions.
Significant influence of organizational cynicism to turnover intention	**Confirmed significant influence of organizational cynicism to**	Institution's refusal of requests fuels cynicism, prompting employees to question their tenure.
		Dissatisfaction with compensation and leadership fosters cynicism, prompting reevaluation of employment.
		Unaddressed concerns intensify cynicism, prompting employees to seek alternative opportunities.
		Negative perceptions lead employees to consider leaving for better prospects elsewhere.

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	turnover intention	Feeling undervalued influences employees to seek employment elsewhere.
		Frustration from unmet expectations fuels cynicism and turnover intentions.
		Exposure to criticisms about the institution prompts dissatisfaction and turnover considerations.
Significant influence of job embeddedness to turn over intention	**Confirmed significant influence of job embeddedness to turn over intention**	Strong relationships with colleagues and management foster belonging and reduce turnover intention.
		Investment in professional development offers growth opportunities, decreasing turnover.
		Active involvement in organizational activities builds trust and commitment, lowering turnover intentions.
		Embracing organizational culture and values aligns with satisfaction and decreases turnover.
		Balancing personal life and workload reduces stress, enhancing retention.
		Resilience through work-life integration enables employees to withstand challenges.
		Employer care and consideration create a supportive environment, reducing turnover.

Data Integration on the Salient Quantitative and Qualitative Findings

The fourth research question of this study involves the corroboration of both quantitative and qualitative findings.

Connecting-Confirmation. As shown in Table 4, the following pairs of quantitative and qualitative data denote agreement or connection with respect to the ratings from the survey and the recurring insights from the IDI and FGD. It can be established that the low level of organizational cynicism of teachers which got an overall mean rating of **2.28** and the lowest mean rating of **1.88** in the item *when I think of my company, I feel angry* is confirmed by the informants/participants distinctive explanations on the interviews/FGD which are: addressing issues collaboratively, fostering trust through openness and equity, timely attention to concerns, and promoting mutual respect and strong interpersonal connections mitigate cynicism and build solidarity.

Further, the quantitative findings in Table 1.2 on the high Level of Job Embeddedness of Teachers with an overall mean of 3.78, under indicator 3 Link-Organization item 4 *I interact with my co-workers regularly* was rated high with a mean of 4.27 were parallel with the themes in the qualitative findings presented in table 3.2 stressing strong social connections and relationships within the department or institution, positive work environment, characterized by camaraderie, minimal competition, and a sense of belonging, and supportive management that listens to and addresses employee needs.

Likewise, the low level of Turnover Intentions of teachers which is descriptively described as seldom evident got an overall mean of 2.34, under indicator 1 Subjective Social Status item 4 *I feel like quitting this job because of my marital status* was rated low at a mean of 1.88 was established by the typical reasons accentuated in table 3.2 namely: employees appreciate career growth, current compensation satisfaction, job offer considerations, positive work environments, professional development emphasis, and job stability.

The significant influence of organizational cynicism and job embeddedness towards turnover intention of teachers in higher education institutions with p-values of .000 ($p<.05$) is connected with the qualitative data findings as confirmed by strong relationships, professional development, organizational involvement, cultural alignment, work-life balance, resilience, and employer support mitigate turnover.

Table 4

Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Level Organizational cynicism	The descriptive level of organizational cynicism is low **(2.28)** which is descriptively interpreted as seldom	Informants/participants confirmed the low rating of Organizational cynicism in quantitative result. Based on the interviews and FGD, it could be said that the typical reasons for the confirmation are addressing issues collaboratively, fostering trust through openness and equity, timely attention to	Connecting-confirmation

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

	manifested. Refer to Table 1.1	concerns, and promoting mutual respect and strong interpersonal connections mitigate cynicism and build solidarity.	
Level of job embeddedness	The descriptive level of job embeddedness is high **(3.78)** which is descriptively interpreted as they oftentimes observed this attitude. Refer to Table 1.2	Informants/participants confirmed the high rating of job embeddedness in quantitative result. Based on the interviews and FGD, it could be said that the typical reasons for the confirmation are longevity, supportive management, social connections, competitive compensation, growth opportunities, positive environment, and personal fulfillment contribute to job embeddedness.	Connecting-confirmation
Research Area	**Quantitative Results**	**Qualitative Results**	**Nature of Integration**
Level Organizational cynicism	The descriptive level of organizational cynicism is low **(2.28)** which is descriptively interpreted as seldom manifested. Refer to Table 1.1	Informants/participants confirmed the low rating of Organizational cynicism in quantitative result. Based on the interviews and FGD, it could be said that the typical reasons for the confirmation are addressing issues collaboratively, fostering trust through openness and equity, timely attention to concerns, and promoting mutual respect and strong interpersonal connections mitigate cynicism and build solidarity.	Connecting-confirmation
Level of job embeddedness	The descriptive level of job embeddedness is high **(3.78)** which is descriptively interpreted as they oftentimes observed this attitude. Refer to Table 1.2	Informants/participants confirmed the high rating of job embeddedness in quantitative result. Based on the interviews and FGD, it could be said that the typical reasons for the confirmation are longevity, supportive management, social connections, competitive compensation, growth opportunities, positive environment, and personal fulfillment contribute to job embeddedness.	Connecting-confirmation

DISCUSSION

It was seen that the organizational cynicism of teachers in Region XI was at low level. Kezer and Levent (2016) which found that teachers have low organizational cynicism and have demonstrated more positive points of view toward their institution. The study's highlighted elements included optimism, career advancement, and career development, all of which raised employee trust and positively viewed the organization. On the other hand, job embeddedness is high. Rajappan et al. (2017) explained that high job embeddedness generally leads to increased employee retention, higher job satisfaction, and a more stable workforce. Further, William et al. (2014) confirmed that high job embeddedness means that employees have strong ties and relationships within their workplace and community, making the idea of leaving less appealing. Furthermore, turnover intention is low among teachers in Higher Education Institutions is seldom evident. Guzeller and Celiker (2022) affirm that when turnover is low, employees' has reduced likelihood or desire to leave their current organization. Thus, low turnover intention contributes to greater organizational stability, continuity, and can enhance overall company performance due to the retention of experienced and committed staff. Inferentially, a significant influence of organizational cynicism and job embeddedness on turnover intentions among teachers was found. Social Exchange Theory, proposed by Homan (1958), suggests that the relationship between two social entities is based on the adherence to social norms and rules of exchange. When there is a breach of implicit or explicit agreements, such as the psychological contract between employees and their organization, individuals may develop the intention to leave. Further, job embeddedness factors, if persistently unaddressed, may lead teachers to consider quitting due to stress, frustration, or lack of opportunities for professional advancement, as suggested by Human Capital Theory (Becker & Schultz, 1950). Addressing human capital concerns, including organizational cynicism, can reduce the likelihood of turnover intentions, aligning with the principles of Human Capital Theory.

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Furthermore, Maslow's Hierarchy of Needs (1943) suggests that individuals prioritize fulfilling their basic needs before pursuing higher-level goals. Job embeddedness, as a concept encompassing various factors influencing employee retention, aligns with this theory.

First in the confirmation of Low Rating of Organizational Cynicism. The study's confirmation of a low rating of organizational cynicism illuminates the prevailing positive perceptions and attitudes of employees towards their institution. . It emphasized the importance of factors such as robust interpersonal relationships, competitive compensation, comprehensive benefits, ample opportunities for professional advancement, effective leadership, adherence to high operating standards, and flexibility for teachers (Mignonac et al.,2018). In the discussion of confirmed high rating of job embeddedness, the study's confirmation of a high rating of job embeddedness among participants highlights the profound attachment and connection that teachers exhibit towards the organization. The concept of job embeddedness encompasses various positive factors that serve as anchors for teachers in their roles, contributing to their strong sense of commitment and investment in the organization (Huang et al.,2021) . Another theme explained about low rating of job turnover intentions, the study's confirmation of a low rating of job turnover intentions among participants sheds light on the factors contributing to their reluctance to leave their current positions within the organization. the provision of clear career advancement opportunities and robust support for professional development serves as a powerful motivator for employees to remain within their current roles, as they perceive opportunities for growth and advancement within the organization (Biswakarma, 2016). Moreover, the theme put major discussion on influence of organizational cynicism to turnover intention, the study's confirmation of the significant influence of organizational cynicism on turnover intention among teachers highlights the critical role of employees' perceptions of the organization and employee-employer relations in shaping their intentions to leave their current positions (Mishra et al.,2017). Another inferential theme expressed about the confirmed significant influence of job embeddedness to turnover intention. The study's confirmation of the significant influence of job embeddedness on turnover intention among teachers underscores the pivotal role of organizational factors and activities in shaping employees' commitment to their current positions (Soomro & Shah, 2019).

Implication for Educational Practices

The findings that organizational cynicism and job embeddedness significantly influence the turnover intentions of teachers in private HEIs in Region XI suggest that educational institutions need to develop comprehensive retention strategies. These strategies should focus on reducing organizational cynicism by fostering a positive organizational culture, transparent communication, and strong support systems. Additionally, enhancing job embeddedness through professional development opportunities, work-life balance, and a sense of community is essential. By addressing these factors, institutions can create a more positive work environment, reduce turnover rates, and improve educational outcomes.

CONCLUSION

Organizational Cynicism among Teachers in Higher Education Institutions is low, specifically, it was found out that indicators related to this variable, cognitive, behavioral, and affective are low. It is the affective indicator among which got the lowest remarks. Second, the level of job embeddedness of the faculty was found to be high, the remarks per indicator are the following: Fit Organization is high, Sacrifice Organization is high, Link Organization is high, and Fit Community is high. In these indicators, Link-Community is observed to the lowest among all. Third, level of turnover intention of teachers was as low which means it is seldom evident. Notably the indicators showed the following results; Subjective Social Status is low, Organizational Culture is low, Personal Orientation is low, Expectation is low, and Career Growth is low. It was highlighted that personal orientation is the lowest. Inferentially, organizational cynicism and job embeddedness significantly influence turnover intentions of teachers coming from private HEIs in Region XI. Moreover, the two are both significant explanatory factors or reasons why faculty members of HEIs possess intentions that reflect either leaving or staying in their institutions.

In the qualitative part, standpoints of the participants on the variables and their relationship revealed 5 themes namely Confirmed Low Rating of Organizational Cynicism, Confirmed High Rating of Job Embeddedness, Confirmed Low Rating of Job Turnover Intentions, Confirmed Significant Influence of Organizational Cynicism to Turnover Intention, and Confirmed Significant Influence of Job Embeddedness to Turnover Intention.

Corroborating both, the analysis show that the quantitative and qualitative data denote agreement or confirmation with respect to the ratings from the survey and the recurring insights from the IDI and FGD.

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Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

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