

RETAINING EMPLOYEES THROUGH ORGANIZATIONAL IDENTITY AND ORGANIZATIONAL CULTURE

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Submitted: 17-10-2025, Revised: 29-10-2025, Accepted: 15-11-2025

ABSTRACT

This descriptive research investigated the different factors including organizational identity and organizational culture that affect the college professors' turnover intention or their voluntary cessation of membership in their organization. A survey questionnaire by Saavedra (2013) on organizational identity and organizational culture was utilized. The realms of organizational identity were pride in membership, fit and comfort zone. While the domains of organizational culture were bureaucratic, supportive and innovative cultures. Content validity and reliability were performed to test whether the instrument's content and composition were fitting to measure the problems considered in this study. Respondents were from five colleges in the province of Lanao del Sur, Philippines. Data was gathered through survey questionnaire to explore the level of organizational identity and organizational culture and their relationship with turnover intention using Pearson-r Correlation. The study revealed that respondents come from both public and private colleges. Most are unmarried, childless, and relatively young. The respondents generally demonstrated high levels of organizational identity and organizational culture, and less likely intent to stay in their organizations. The relationship between organizational identity and turnover intention is consistent, having a high organizational identity leads to less likely intent to leave among employees. While, as the level of organizational culture increases the less likely turnover will occur. This study recommends that organizations must analyze, review and develop further programs, policies and plans to improve organizational identity and organizational culture. These will indeed reduce the turnover intention.

Keywords: Turnover Intention, Organizational Identity, Organizational Culture

1. INTRODUCTION

Human resources are an asset in an organization. Retaining the employees is an important aspect that pays to the attainment of organizational objectives. Roder (2019) pointed out that every organization that employs people will have at least some turnover. Yimer, Nega, and Ganfure (2017) expressed that employee retention is an issue that many institutions face, and thus, proactively reacting to potential staff turnover intention is profitable. Furthermore, the turnover intention is an employee's voluntary cessation of membership in an organization.

According to the Philippine Statistics Authority (PSA), the country's separation rate (workers quit their jobs) in all sectors as of 2021 is 9.1%, or 91 for every 1,000 employees. While 78.9% were employees initiated (Mapa, 2022). Various reasons contributed to the turnover rate of employees in the county.

Studies showed various factors that led to turnover intention. Organizational identity is a factor that determines the feelings of individuals concerning their workplace. Niguse (2019) explained that workers with weak identification in the workplace are less pleased compared to one with solid identification. Employees with inadequate identification towards their job leads to potential staff turnover intention (Awang, Ibrahim, Nor, and Razal, 2015).

On the other hand, Niguse (2019) clarified that organizational culture is another factor that has a relationship with an individual's outlook towards their job. Nguyen (as cited in Efeoğlu & Ulum, 2018) states that business leaders recognize that culture is prevalent in every organization. Moreover, organizational culture includes a wide-ranging variety of features on how people behave in organizations, communities, and public spaces. An employee with unmet expectations towards job culture leads to turnover intention.

Decreased teaching efficiency is a major and highly detrimental effect of high staff turnover in academic institutions. (Yimer, Nega, and Ganfure 2017). When professors leave a university, they take valuable organizational experience and knowledge with them. As Dess and Shaw noted (cited in Janik and Rothmann, 2015), this loss can seriously harm the institution's success. That's why it's so important to address why professors might be intending to leave.

Turnover rate calculation is based on the number of employees at the start of the period multiplied by the number of attritions. The Human Resource officer in a college added that in one of their departments, during the year 2016, the faculty turnover rate reached 80% (Galleto, personal communication, February 2020). Considering why teachers leave their job is serious to stop the turning door of teacher attrition (Ingersoll & Smith in Sorensen, 2016).

Thus, this study bridges the research gap on the factors such as organizational identity and organizational culture leading to employees leaving the institution where they are working.

2. RESEARCH METHOD

A descriptive design was used in this study, as mentioned by Kirshenblatt-Gimblett (2006). The study utilized descriptive research because it is ideal for obtaining information about current conditions and variables—which is assessed using a survey questionnaire. First, hypotheses were developed, then quantifiable data was gathered and observed. The final step involved performing mathematical and statistical procedures to check if the hypotheses were supported.

This research focuses on the faculty members within higher academic institutions across Marawi City and the larger province of Lanao del Sur in the BARMM region. Lanao del Sur is significant; despite its considerable land area (1,349,437 square kilometers), it holds about 1.04 percent of the national population based on PhilAtlas (2015). Importantly, the area is primarily populated by the Meranao people—known as the 'people of the lake'—who represent one of Mindanao and Palawan's thirteen major Muslim ethnolinguistic groups (Lanaodelsur, 2019).

The study's setting was Lanao del Sur, where faculty members from five different higher education institutions focused. These schools were examined through the lens of their vital function: as a sub-system of the education structure, they exist to meet objectives and fulfill social demands.

Respondents, sampling procedure and data gathering

Respondents in this research were taken in both public and private higher education institutions or colleges. A total of 279 respondents were included, irrespective of tenure or status (permanent, probationary, or contractual status), and have been permitted to participate by their immediate supervisors. This study selected professors as respondents since they are one of the

vital professional groups in the progress domain of every academic institution (Adusei et al., 2016).

A survey design was used for this research, which allowed the collection of the necessary data using a single questionnaire. The primary goal was to measure how organizational identity and organizational culture have on turnover intention. The survey questionnaire includes the type of college, marital status, number of children, age, and the respondents' level towards their organizational identity, organizational culture and their turnover intention.

The researcher sought and received permission to distribute the survey questionnaire to the respondents. A three-month period was dedicated to conducting the actual survey across all five colleges. The distribution and completion of the questionnaires took place in designated areas—usually within the college buildings or offices—that were approved by the respective heads of the institutions. The questionnaires were then collected, encoded, tabulated, and statistically processed using SPSS.

Validity and reliability of instruments

Content validity was performed to ensure the survey accurately measured the intended content area. The questionnaire was subjected to Lawshe's Content Validity Ratio (CVR), a numerical value derived from expert ratings (Lawshe, as cited in Frey, 2018). The CVR was calculated for each item to quantify its validity and computed the Content Validity Index (CVI). An item with a CVR of below 0.78 was deleted.

The second part was the reliability test. The researcher administered the questionnaires to 30 teachers at XYZ College for a pilot test to ensure the instrument was consistent. The instrument was tested for reliability using Cronbach's alpha in IBM SPSS software. Items below the 0.70 threshold were removed.

Scoring guidelines

The respondents' perception as to their beliefs, opinions and attitude on the variables considered in this study were measured using a 4-point Likert. The data gathered were analyzed within the following codes provided by the researcher before data gathering.

Statistical procedures and data analysis

To achieve meaningful results, the data obtained from the instruments were inputted in Microsoft Excel. Then, data cleansing was performed. The data obtained were analyzed using various statistical tools, and the calculations were accomplished using SPSS. Pearson-r Correlation was used to examine the relationships of turnover intention with organizational identity, organizational culture. While, percentage and frequency; weighted mean and standard deviation were utilized to describe the findings.

3. RESULTS AND DISCUSSIONS

Table 1 presents the distribution of the respondents' rating on organizational identity. Most of the respondents, or 138 (49.34%) rated organizational identity as extremely high, followed by 124 (44.45%) rated high level of organizational identity, 15 or 5.49% rated low level of

organizational identity, and two (0.72%) answered extremely low level. It implies that most of the respondents consider having an extremely high organizational identity in their colleges.

Moreover, the overall weighted mean of organizational identity is 3.25, with a standard deviation of 0.67. It indicates that, as per the respondents' responses, they have a high level of organizational identity.

Table 1. Distribution of respondents' rating on organizational identity

Range	Interpretation	f	%
1. 00-1.75	Extremely low level of organizational identity	2	0.72
1.76-2.50	Low level of organizational identity	15	5.49
2.51-3.25	High level of organizational identity	124	44.45
3.26-4.00	Extremely high level of organizational identity	138	49.34
Overall weighted mean: 3.25		Description: High level of organizational identity	Std. Deviation: 0.67

Table 2 shows the distribution of the respondents' rating on organizational culture. Most of the respondents, or 130 (46.60%) rated organizational identity as high level, followed by 124 (44.57%) have rated extremely high level of organizational identity, 23 or 8.36% rated low level of organizational culture and two (0.48%) answered extremely low level. It implies that most respondents consider having an increased level of organizational culture in their workplaces.

Table 2. Degree of respondents' rating on organizational culture

Range	Interpretation	f	%
1.00-1.75	Extremely low level of organizational culture	2	0.48
1.76-2.50	Low level of organizational culture	23	8.36
2.51-3.25	High level of organizational culture	130	46.60
3.26-4.00	Extremely high level of organizational culture	124	44.57
Overall weighted mean: 3.23		Description: High level of organizational culture	Std. Deviation: 0.63

Table 3 reflects that most of the respondents, or 153 (54.84%) rated less likely to stay, followed by 54 or 19.35% rated most likely intended to stay, 63 (22.58%) have rated less likely to have intent to leave. Only 9 or 3.23% answered, most likely intended to leave. The degree of intention to stay is likely among teachers which is consistent to the claims of Imran, Allil, and Mahmoud (2017). Teachers' mental condition recommends that leaving an organization where they are presently working is not a practical choice.

Table 3. Distribution of respondents' rating on turnover intention

Range	Interpretation	f	%
1.00-1.75	Most likely intent to stay	54	19.35
1.76-2.50	Less likely intent to stay	153	54.84
2.51-3.25	Less likely intent to leave	63	22.58
3.26-4.00	Most likely intent to leave	9	3.23
Overall weighted mean: 2.17		Description: Less likely intent to stay	Std. Deviation: 0.67

As shown in Table 4, organizational identity and the dependent variable turnover intention have significant negative correlation, $r = -0.178$, $p < 0.01$. Among the three domains of organizational identity considered in this study, pride in membership has no significant correlation with turnover intention of 0.068.

Most of the respondents rated high levels on organizational identity and were less likely to stay. As the level of organizational identity increases, their intention to leave college will be less likely to occur. The results of significantly negative weak correlation between the variables are consistent with the studies of Zhang et al., (2018); Galletta, Portoghese, and Battistelli (2011).

Furthermore, the correlation between organizational identification and the purpose of turnover remains strong. This is consistent because, for reasons, independent of feelings about one's particular work, feelings about the company as a whole decrease will indirectly increase the intention to stay among employees. Teachers' level of organizational identity negatively affects their perception of leaving their college. As Giritli and Demircioglu (2015) pointed out, the significant correlation between turnover intention and organizational identification is that the more workers identified with the organization, the more likely they were to ascribe to their characteristics typical of the organization.

Therefore, organizations must put a value on identifying factors that lower the perception of their teachers on their level of organizational identity. The result supports the assumption of this study that organizational identity affects turnover intention. Consistent with the theory on social exchange, which conceptualizes human relationships, and social identification principles, employees closely associated with their organization are less likely to leave due to partial overlaps between them and the organization (Avanzi et al. 2014).

Table 4. Pearson *r* values on the relationship between organizational identity and turnover intention

Independent Variable	Dependent Variable	Turnover Intention (Mean = 2.17, SD = .96, n=279)	
	Pearson <i>r</i>	P-value	Interpretation
Organizational Identity (Mean = 3.25, SD = .67, n=279)	-.178*	.003	Significant
Indicators:			
Pride in Membership	-.109	.068	Insignificant
Fit	-.144*	.016	Significant
Comfort Zone	-.299**	.000	Significant

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

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

Table 5 presents the relationship between independent variable organizational culture and the dependent variable turnover intention. There is a significantly negative correlation between the variables, $r = .122$, $p < .05$. Only the innovative culture and turnover intention were significantly negative correlated, $r = -.144$, $p < .05$.

As the level of organizational culture increases, their intention to leave college is less likely to happen. This explains the negative correlation between the variables. Weak correlations were also presented by Lahiri and Kedia (as cited in Niguse, 2019) and Idiegbeyan-ose et al. (2018). Therefore, for organizations that wish to reduce turnover, it would be worth focusing on enhancing organizational culture.

Table 5. Pearson *r* values on the relationship between organizational culture and turnover intention

Independent Variable	Dependent Variable	Turnover Intention (Mean = 2.17, SD = .96, n=279)	
	Pearson <i>r</i>	P-value	Interpretation
Organizational Culture (Mean = 3.23, SD = .63, n=279)	-.122*	.042	Significant
Indicators:			
Bureaucratic	.112	.061	Insignificant
Innovative	-.144*	.016	Significant
Supportive	.082*	.170	Insignificant

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

4. CONCLUSIONS AND SUGGESTIONS

Faculty members' turnover intention is greatly influenced by their level of acceptance in terms of organizational identity and culture. Despite the insignificant correlation of pride in membership, bureaucratic and supportive cultures with turnover intention, results show that turnover intention is significantly negative correlated with organizational identity and culture.

To prevent any actual turnover intention, colleges must review existing faculty programs. In addition, policies and projects must be implemented which aim to increase teachers' approval of pride in membership, fitness, and comfort zone. Also, colleges must find possible ways to increase the acceptance of its faculty members with supportive and bureaucratic cultures and improve further programs contributing to innovative culture.

It is a vital initiative that continuous human resource development plans and programs should increase the employees' acceptance towards their college and improve the culture towards making teachers most satisfied in the college. With this, turnover intention among teachers will be prevented.

It is beneficial for administrators to explain the organization's core characteristics to have aligned attributes and actions. This can be done by the frequent orientation of employees on the organization's vision, mission, and objectives. The support of a good and healthy working environment by creating a working atmosphere where everybody views the organization as a large family is vital. Take, for instance, provide or attend to the needs of the teachers in the delivery of quality education; schedule get-together lunch or dinner, and attend social gatherings when invited, such as weddings. These examples will develop a feeling of belonging and a feeling that the organization cares about the employees. College administrators should allow the teachers to express their ideas during small talks or meetings without fear of being embarrassed at work and taking importance on the employees' self-concept, experiences, values, beliefs, and work-role be expressed through his or her work.

Organizations must conduct benchmarking and carefully review/modify policies on financial rewards (pay) and job security that may decrease employees' level of satisfaction. Suppose new laws and regulations as mandated by the government are promulgated, such as changes in the minimum wage and an increase in the contribution of social security and health insurance; in that case, HR must proactively suggest to the administrators for compliance. HR practitioners must see that the financial rewards (pay) that the employees are receiving are still attractive and competitive compared to what other organizations are paying their employees. Human Resource Officers must facilitate an exit interview and survey to know the teachers'

reasons for resignations. Through these initiatives, HR officers will identify problems that caused the actual turnover of their employees. Reviewing the reasons and finding solutions will greatly improve future employees' turnover.

Professors should participate and cooperate during consultations and meetings in creating annual action plans about matters relating to them. Teachers must see to it that the organization's culture and identity are aligned with their beliefs and values as these factors affect the employees' job satisfaction and performance level.

ACKNOWLEDGEMENT

Nobody has been more important to me in the pursuit of this study than the members of my family. I offer my special thanks to my parents, whose love and guidance are with me in whatever I pursue. To my siblings, nephews, and nieces, it would be impossible for me to complete my study without their tremendous understanding and encouragement in the past few years.

To my mentor, Dr. Denvir B. Obsioma, for his invaluable advice and patience during my research writing. To Prof. Maruhom, Sir Noli, Sir Franz, Prof. Regaro and Prof. Casan for technical assistance. To my colleagues in the Marketing Department of the College of Business Administration and Accountancy, Mindanao State University-Main Campus for relentless encouragement to present my study. To the respondents of this research study for their support and voluntary participation.

My appreciation also goes to team senior high and team attack for their encouragement and support to my studies; and lastly, to the Almighty Allah, who has granted countless blessings and strengths.

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