Workforce Stability and Employee Morale at Siquijor State College: An Assessment Toward State University Conversion

ABSTRACT

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This study assessed the workforce stability and employee morale at Siquijor State College as the institution strategically prepares for its transition into a state university. Employing a mixed-methods approach that integrated descriptive-correlational and qualitative designs, the research revealed significant relationships between employee needs, workforce stability, and overall employee morale at the College. Furthermore, statistical analysis indicated no significant differences in the perceived levels of workforce stability and employee morale across the various demographic profiles of the respondents. The qualitative data further enriched these quantitative findings, highlighting both areas of strength and potential for growth. While employees generally expressed positive sentiments regarding safety awareness, social interaction, and feeling their work is/was valuable, opportunities existed to enhance psychological safety for open communication, provide more leadership avenues, strengthen mechanisms for recognizing achievements, and ensure equitable professional growth opportunities for all employee classifications.

1. Introduction

Siquijor State College (SSC), a higher educational institution and the only state college within the province of Siquijor, is presently engaged in a significant institutional transformation: its proposed conversion into a state university, formally articulated in Senate Bill No. 2807. This anticipated transition is poised to augment SSC's capacity to deliver quality tertiary education and foster socio-economic development within the region. Attaining university status, as stipulated by the Commission on Higher Education (CHED) Memorandum Order No. 46, series of 2012, necessitates stringent compliance with operational requirements, particularly concerning the composition and qualifications of its human capital. A critical challenge identified pertains to the current numerical and credentialing deficiencies among both permanent faculty and essential student support staff, which must be addressed to meet the prescribed standards for a university.

From a human capital perspective, the success of institutional transformation is fundamentally contingent upon the competence, motivation, and stability of its workforce. As frontline implementers of academic and administrative functions, SSC's employees directly influence organizational performance and compliance with CHED's university criteria. Consequently, understanding their needs, stability, and morale is indispensable to evaluating SSC's readiness for conversion.

Although existing literature recognizes the pivotal role of human capital in institutional transformation, localized studies examining workforce readiness and employee profiles in Philippine state colleges undergoing conversion remain scarce. To address this, the present study first seeks to characterize the demographic and professional profile of SSC personnel, thereby establishing the contextual foundation for subsequent analyses.

Furthermore, previous investigations have highlighted that employee needs—ranging from physiological to self-actualization—directly influence engagement and organizational commitment. Yet, there remains limited empirical evidence on how these needs are prioritized among personnel in higher education institutions facing structural transitions. Hence, this study aims to assess the extent of employees' needs across six domains—physiological, safety, social, self-esteem, self-actualization, and spiritual—to determine which dimensions are most critical in the context of SSC's conversion.

Another area of concern involves workforce stability, a key factor that determines institutional resilience and adaptability during organizational change. Despite its significance, few local studies have examined how elements such as inclusivity, health and well-being, communication,

and policy maturity contribute to overall stability. Accordingly, this study investigates the extent of workforce stability among SSC personnel, encompassing both environmental and systemic factors that shape employee retention and performance.

Similarly, employee morale, which profoundly influences productivity and institutional alignment, remains underexplored in the context of Philippine state colleges. Thus, this research evaluates the overall level of morale among SSC employees, recognizing its role in sustaining motivation during a period of institutional transformation.

To gain a deeper understanding of the human dynamics underlying SSC's transition, this study further explores the relationships among employees' needs, workforce stability, and morale. It also examines whether variations in these dimensions are associated with demographic characteristics, providing a more nuanced picture of workforce conditions within the institution.

Finally, to link these internal dynamics with SSC's broader organizational direction, the study seeks to capture employees' perceptions of the institution's readiness for university conversion, considering their lived experiences and workplace realities.

Collectively, these gaps and theoretical considerations provide the rationale for the present study, which seeks to examine employee needs, workforce stability, and morale as key determinants of SSC's readiness for state university conversion.

2. Literature Review

The study is anchored on Maslow's (1943) Hierarchy of Needs, complemented by Wilber's (2000) elaboration on spiritual needs, workforce sustainability attributes (Karakhan et al., 2020), and the soft elements of the McKinsey 7S Framework—Skills, Staff, and Shared Values (Peters & Waterman, 1980). Maslow's framework provides a basis for examining employees' needs across physiological, safety, social, esteem, and self-actualization domains, with Wilber's perspective extending the analysis to include spiritual fulfilment as an essential dimension of human motivation. The workforce sustainability attributes identified by Karakhan et al. (2020) offer a lens for assessing factors that contribute to a stable, resilient, and engaged workforce. Additionally, the McKinsey soft elements facilitate the evaluation of organizational alignment, human resource effectiveness, and the integration of skills, staff capacity, and shared values within institutional processes. Collectively, these theoretical perspectives provide a comprehensive foundation for investigating the interrelationships among employee needs, workforce stability, and morale in the context of SSC's transition toward university status. Collectively, these theoretical perspectives provide a comprehensive foundation for investigating the interrelationships among employee needs, workforce stability, and morale in the context of SSC's transition toward university status (Figure 1).
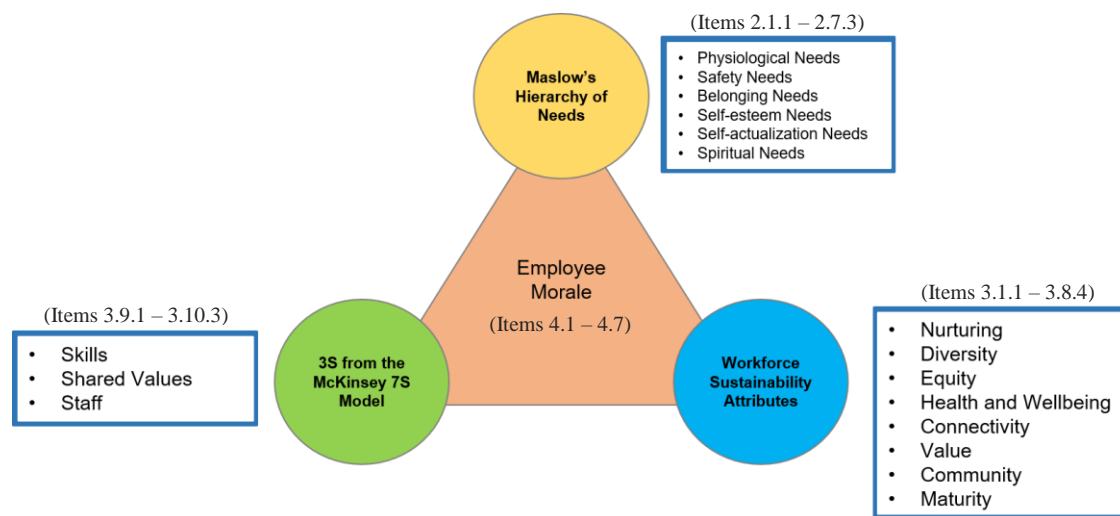
Figure 1. Schematic Diagram of the Theoretical Framework

Workforce Needs, Stability, and Morale

Maslow's Hierarchy of Needs (1954) provides a foundational framework for understanding human motivation, positing that individuals are driven by a series of hierarchical needs ranging from basic physiological requirements to self-actualization. In the context of SSC's conversion into a state university, recognizing and addressing employee needs is essential for fostering motivation, engagement, and retention. Unmet needs—from job security to opportunities for professional growth—can negatively impact morale and contribute to turnover (Iddrisu, 2023). These theoretical perspectives align with the Skills and Staff components of McKinsey's 7S Model, emphasizing the importance of developing and retaining a competent, motivated workforce. Addressing employee needs effectively ensures that staff remain engaged and committed, supporting workforce stability and institutional objectives during transitional periods.

Workforce sustainability, operationalized through metrics such as turnover, retention, and engagement (Gordon, 2017; Soni et al., 2024), aligns closely with Maslow's emphasis on meeting employee needs. High turnover disrupts workforce maturity, team cohesion, and institutional memory, undermining critical sustainability attributes such as nurturing, value, and community (Karakhan et al., 2020; Noorulkhathija & Hussain, 2025; Al-Suraihi et al., 2021). Employees whose expectations and aspirations are unmet are more likely to leave, demonstrating the interdependence between individual-level motivational needs and broader organizational sustainability practices. Addressing these needs proactively enhances workforce stability and the effectiveness of organizational systems, reflecting the interaction between Maslow's lens and structural frameworks such as the 3S McKinsey Model.

While Maslow emphasizes individual hierarchical needs, workforce sustainability frameworks focus on organizational-level stability and resilience. Integrating these perspectives reveals that fulfilling individual needs—such as recognition, growth, and self-actualization—directly supports organizational stability and staff retention. However, tensions may arise when institutional priorities, such as compliance with CHED requirements or workload distribution, conflict with employees' personal development goals. This theoretical triangulation clarifies

how addressing both individual and systemic needs can optimize morale and institutional readiness during SSC's transition to university status.

Employee morale, defined as the overall emotional, attitudinal, and motivational state of staff, is influenced by the alignment of individual needs, organizational support, and institutional requirements. When employees' fundamental needs are met, they perceive organizational backing through sustainable workforce practices and structured faculty development, morale increases, fostering engagement, retention, and institutional commitment (Kuselar & Kitessa, 2020; Khumalo, 2022).

Taken together, Maslow's hierarchy of needs, workforce sustainability attributes, and the McKinsey 3S framework provide a comprehensive lens for understanding how individual and organizational factors interact to influence morale and stability, forming the basis for the study's research questions.

Legislative and Regulatory Frameworks

The experiences of other Philippine state colleges undergoing university conversion provide relevant empirical grounding for SSC's transition. RA 10604 converted the Iloilo State College of Fisheries into the Iloilo State University of Science and Technology, integrating multiple campuses and emphasizing the expansion of academic programs, upgrading faculty qualifications, and strengthening organizational systems. Similarly, RA 11335 converted Guimaras State College into Guimaras State University, requiring enhanced human resource capacity, research productivity, and program diversification. RA 11336 elevated Carlos Hilado Memorial State College into a state university, mandating faculty qualification upgrades, multi-campus integration, and program expansion. Across these cases, successful conversion necessitated addressing faculty needs, workload pressures, and organizational alignment—challenges directly linked to the McKinsey Skills, Staff, and Shared Values dimensions and workforce sustainability principles (Karakhan et al., 2020).

Several CHED Memorandum Orders (CMOs) further specify institutional requirements for conversion. CMO No. 46, s. 2012 mandates outcomes-based and typology-aligned program offerings, graduate program development, and faculty qualification thresholds, including a minimum of 50% of faculty with master's degrees and 25% with doctorates. CMO No. 48, s. 1996 establishes minimum program, faculty, and resource requirements for state university eligibility, such as offering at least twenty academic programs, a critical mass of graduate faculty, and sufficient facilities. CMO No. 28, s. 2013 prescribes faculty workload, balancing instruction, research, extension, and administrative duties while supporting professional development. CMO No. 18, s. 2022 introduces updated quality assurance standards, requiring internal QA systems, strengthened governance, research and extension offices, and compliance with learning outcome benchmarks. These CMOs collectively emphasize that university conversion is a complex, human-centered process demanding attention to both organizational systems and workforce well-being.

Synthesis and Relevance to SSC

The legislative and regulatory requirements underscore that SSC's transition is not merely structural but also human-centered, demanding the alignment of institutional goals with employee capabilities, motivations, and stability. Meeting faculty qualification standards, expanding programs, and complying with CHED mandates place increased demands on staff,

affecting morale, workload, and retention. Integrating Maslow's hierarchy of needs with workforce sustainability attributes and McKinsey's 3S model provides a conceptual lens to assess how SSC can maintain workforce engagement, institutional alignment, and operational readiness. Collectively, these frameworks allow for a comprehensive analysis of employee needs, workforce stability, and morale, situating SSC's university conversion within both theoretical and practical contexts.
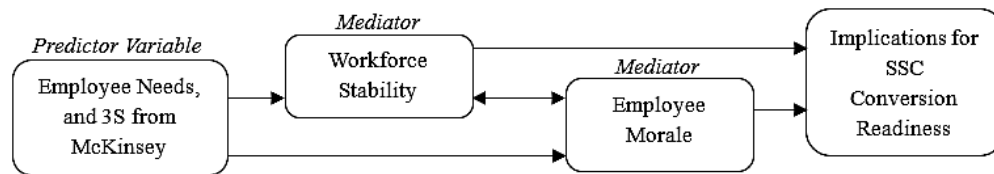

Figure 2. Conceptual Framework

3. Methodology

This study employed a mixed-methods design combining a descriptive–correlational quantitative approach with an embedded qualitative component to generate both measurable and interpretive insights. The quantitative strand assessed the extent of employee needs, workforce sustainability, and employee morale, whereas the qualitative strand explored employees' perceptions of Siquijor State College's (SSC) readiness for state university conversion. The embedded design enabled the qualitative narratives to contextualize the quantitative relationships, ensuring a comprehensive understanding of employee experiences and institutional dynamics during the conversion process. The research process followed a systematic sequence beginning with instrument construction and validation, pilot testing, sampling, data collection, quantitative and qualitative analyses, and final integration of findings.

The study population consisted of all 134 SSC employees, comprising 84 faculty members and 50 staff members. To ensure representativeness across employment strata, sample sizes were computed separately using Slovin's formula where N = population size, e = margin of error (expressed as decimal):

$$n = \frac{N}{1 + N(e)^2}$$

with distinct margins of error appropriate for each group—0.062 for faculty and 0.055 for staff—both within the recommended 5–10% range for social science research (Israel, 1992; Krejcie & Morgan, 1970).

Faculty:

$$n = \frac{84}{1+84(0.062)^2}$$

$$= \frac{84}{1.322896}$$

$$n = 63.497$$

Staff:

$$n = \frac{50}{1+50(0.055)^2}$$

$$= \frac{50}{1.15125}$$

$$n = 43.431$$

These computations generated required sample sizes of 63.497 (faculty) and 43.431 (staff),

which were rounded up to 64 and 44, respectively, to guarantee adequate representation and avoid under sampling. A stratified random sampling technique was applied to secure proportional representation of both teaching and non-teaching personnel, ensuring that perspectives across organizational roles were adequately reflected.

Data were collected using a structured, self-administered questionnaire comprising five sections aligned with the study variables and research questions. The first section gathered demographic and professional information, which served as independent variables for determining differences in needs, stability, and morale. The second section assessed employee needs through items adapted from Zhang (2020), capturing multiple dimensions including physiological, safety, social, esteem, self-actualization, and spiritual needs. The third section measured workforce sustainability using dimensions identified by Karakhan et al. (2020), such as nurturing, diversity, equity, well-being, value, community, skills, and staffing. The fourth section evaluated employee morale through a researcher-developed scale constructed from indicators of job satisfaction, engagement, and commitment, and refined through expert validation. The fifth section captured perceptions of SSC's readiness for university conversion through researcher-made items addressing communication, resource adequacy, leadership support, and perceived role changes. All new or modified instrument sections underwent expert review and pilot testing with 30 SSC employees not included in the main sample. Reliability testing yielded Cronbach's alpha values of 0.88 for employee needs, 0.92 for workforce sustainability, and 0.96 for employee morale, indicating strong to excellent internal consistency.

Ethical principles guided all stages of data collection. Participants received informed consent forms detailing the study's purpose, procedures, voluntary nature, confidentiality safeguards, and data-use limitations. Anonymity was assured by avoiding the collection of identifying information and by securely storing responses. Data collection proceeded only after consent was obtained, and participation entailed minimal risk. These measures ensured adherence to institutional and disciplinary ethical standards.

Quantitative data were analyzed using descriptive and inferential statistics. Frequency and percentage distribution described the respondents' demographic characteristics, while weighted means assessed the extent of employee needs, workforce sustainability, and morale.

Table 1. Scales Used for Interpretation

Scale (Range)	Extent	Interpretation *Employees feel/perceive…*
1 (1.00 – 1.75)	Very Low Fulfillment	that their fundamental needs are largely unmet, suggesting significant concerns that need urgent attention
	Not Stable	significant instability, indicating serious concerns about their work environment and roles
	Very Low Morale	dissatisfied and disengaged
2 (1.76 – 2.50)	Low Fulfillment	that many of their needs are not being adequately addressed, indicating potential dissatisfaction
	Moderately Stable	some instability or uncertainty affecting their roles
	Low Morale	disengaged and have concerns
3 (2.51 – 3.25)	High Fulfillment	that their needs are being met, though there may be some areas that require improvement
	Stable	stable, though there may be areas needing improvement
	High Morale	positive, with some areas that may require improvement
4 (3.26 – 4.00)	Very High Fulfillment	that their needs are being fully met, resulting in high satisfaction level
	Very Stable	high level of stability in their positions and work environment
	Very High Morale	highly engaged and satisfied

- Needs
- Workforce Stability
- Morale

Upon conducting the Shapiro–Wilk test, several variables were found to be non-normally distributed; accordingly, non-parametric tests were employed. Spearman's rho determined the relationships among the core variables. To evaluate the strength of the relationships among the variables, Spearman's rho correlation coefficients were interpreted using the guidelines of Rea and Parker (1992), as follows:

0.00 < 0.10 – Negligible
0.10 < 0.20 – Weak
0.20 < 0.40 – Moderate
0.40 < 0.60 – Relatively strong
0.60 < 0.80 – Strong
0.80 < 1.00 – Very strong

while the Kruskal–Wallis H and Mann–Whitney U tests examined differences across demographic and professional groups. Effect sizes were interpreted using Cohen's (1998) conventional thresholds:

r value	Effect size	Interpretation
0.10	Small	Minimal difference between groups
0.30	Medium	Moderate difference
0.50	Large	Substantial difference

These analyses ensured robustness against violations of normality and accommodated the ordinal nature of several survey items.

The qualitative component consisted of open-ended question embedded in the survey to elicit employees' perceptions of SSC's readiness for university conversion. Responses were analyzed thematically following Braun and Clarke's (2006, 2012) six-phase framework (Figure 3), which involved generating initial codes, identifying patterned meanings, and constructing themes that captured recurrent or salient viewpoints. Significant statements—those addressing the research questions or offering detailed reflections—were systematically organized into thematic categories (Refer to Appendix A). Integration of the qualitative and quantitative results occurred during interpretation, allowing qualitative themes to explain, deepen, or contrast quantitative patterns, thereby strengthening the validity and richness of the conclusions through triangulation.
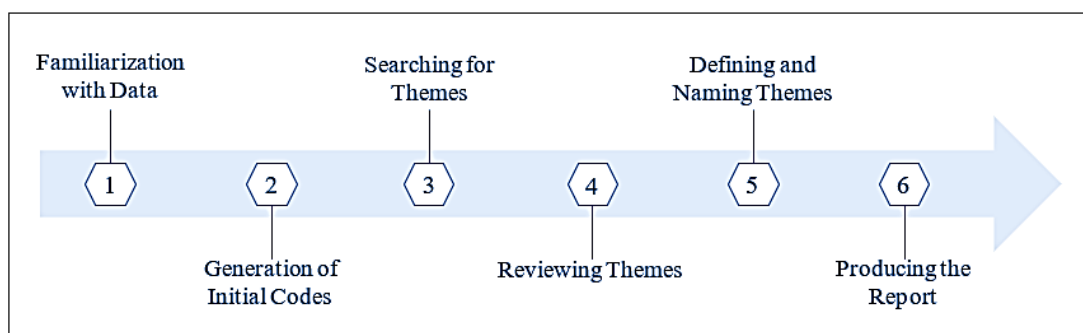
Figure 3. Braun and Clarke's Six-phase Framework

This study acknowledges several limitations despite its methodological rigor. The final dataset consisted of 102 completed questionnaires, achieving a 94.4% response rate. The analysis of respondents' demographic characteristics relative to the total employee population showed no significant deviations at p-value > 0.05, indicating limited risk of non-response bias. Nevertheless, the reliance on self-reported data introduces the possibility of subjective bias,

although this was mitigated through clear item construction and assurances of anonymity. The cross-sectional design restricts the ability to infer causality, and variability in employees' experiences may have contributed to heterogeneity in responses. Additionally, the embedded qualitative component was limited by the depth achievable through written responses, which may not fully capture the complexity of employees' perspectives. Despite these constraints, the study offers empirically grounded insights that can guide strategic planning and institutional development as SSC prepares for university conversion.

4. Results and Discussion

Profile of the Respondents

The respondent profile of Siquijor State College (Refer Appendix B) reflects a workforce whose demographic and employment characteristics hold meaningful implications for institutional development, particularly as the College moves toward state university status in mid-2025. The gender distribution demonstrates a relatively balanced composition, with a slight male predominance, a pattern that both diverges from Purdy's (2024) observation of male-dominated higher education faculties and aligns with broader public-sector patterns reported by the World Economic Forum (2023). This balance suggests that gender-related dynamics—such as access to professional opportunities, leadership pathways, and work-life policies—can be approached from a standpoint of equity rather than correction of imbalance.

The workforce is also characterized by a strong presence of employees in early to mid-career stages, with the largest proportion situated within the 25–34 age bracket and substantial representation extending to those in their mid-30s to mid-50s. Through Erikson's psychosocial framework, these groups are situated in developmental stages centered on relationship-building, productivity, and long-term contribution. Their motivations tend to be oriented toward career advancement, professional identity formation, and involvement in meaningful institutional roles. The predominantly married composition of the workforce further underscores the importance of policies that support work–life balance—an issue highlighted in Dubey's (2025) work, which emphasizes the heightened need for institutional flexibility and support among married employees.

Employment classification indicates that faculty members comprise a slight majority of the institutional workforce, presenting a departure from Pearce's (2025) documentation of staff-heavy distributions in many higher education institutions. This suggests an academic-forward institutional identity, which may shape priorities in resource allocation, professional development, and leadership cultivation. Tenure data reflect a dual structure: a significant portion of employees are relatively new to the institution, while a sizeable minority possess long-standing service. The newer cohort—comprising those with less than a year to five years of service—brings dynamism and adaptability but may also face higher turnover risk if institutional transitions are poorly communicated or misaligned with expectations. This interpretation is reinforced by Bichsel et al. (2023), who emphasize the vulnerability of early-career employees in periods of organizational change. In contrast, longer-tenured employees provide continuity, deep procedural knowledge, and institutional memory—assets that Malik (2024) argues are critical during periods of transformation.

Income distribution reveals a layered economic structure within the workforce, with a notable proportion situated in lower income brackets that may predispose them to financial precarity.

Within the framework of Adams' Equity Theory, this stratification raises considerations about perceived fairness in compensation, opportunities for advancement, and alignment between workload and remuneration. These perceptions can have direct implications for morale, commitment, and retention—especially at a time when organizational demands and expectations may intensify as part of the transition to university status.

Taken together, the demographic and employment characteristics of the Siquijor State College workforce point to the necessity of nuanced, evidence-based strategies. These include professional development pathways tailored to mid-career employees; structured support systems that facilitate work–life balance; deliberate engagement of long-tenured employees in mentorship and institutional planning; and transparent communication surrounding compensation and benefits to manage perceptions of equity. As the institution navigates its pivotal transition, leveraging both the strengths and needs of its diverse workforce will be central to ensuring continuity, stability, and collective commitment to its evolving mission.

The Extent of the Needs of Employees at Siquijor State College

The results presented in Figure 4 indicate that employees at Siquijor State College generally experience High Fulfillment of their needs, with a composite mean of 3.17. This suggests that, overall, employees perceive most of their needs as being met, though certain areas still require improvement. Among the different dimensions, Safety Needs emerged as the most fulfilled, with Faculty reporting a mean of 3.43 and Staff 3.60, interpreted as Very High Fulfillment according to the interpretation guide. This finding reflects that employees feel their safety needs are adequately addressed and that they experience strong institutional support in maintaining a secure environment. Similarly, Social Needs also rated highly, indicating that employees perceive sufficient opportunities for interaction and a sense of belonging within the workplace. This aligns with the conclusions of Arampatzi and Burger (2020), who argued that secure and socially supportive environments contribute positively to overall employee satisfaction.
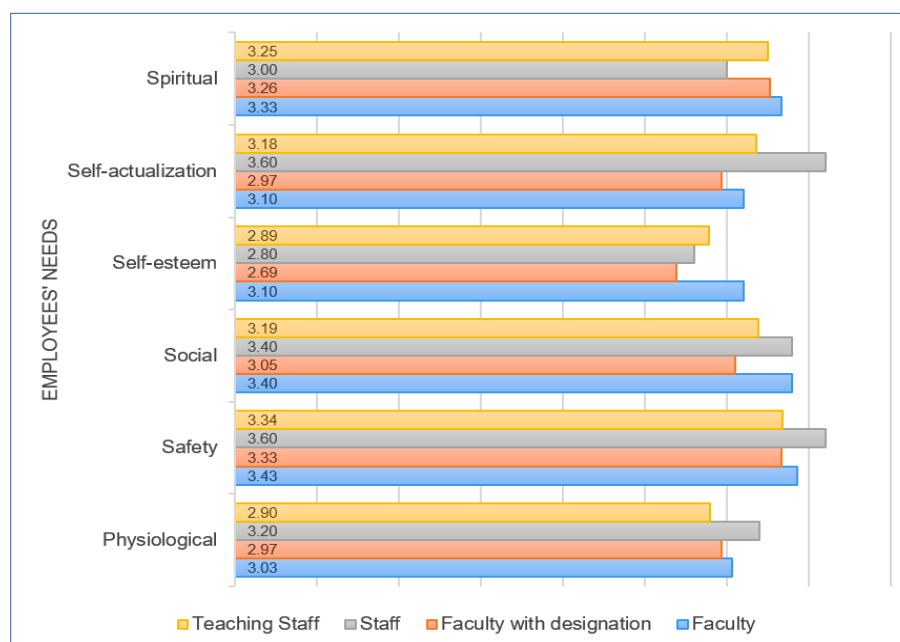

Figure 4. Extent of the Needs of Employees at Siquijor State College

Conversely, Self-Esteem and Self-Actualization Needs were identified as the least fulfilled,

particularly among Faculty with Designation (2.69) and Teaching Staff (3.18), which, while still within the High Fulfillment range, indicate areas requiring improvement. The qualitative data provide context for these ratings. Respondent 88 highlighted the absence of recognition mechanisms, stating: *"There are issues that need to be addressed: infrastructures, training and development, sense of ownership and accountability from personnel, mechanisms are not in place for acknowledging employee achievements, internet connectivity, ICT equipment, and culture biases."* Likewise, Respondent 101 reported insufficient professional development opportunities, noting: *"From my experience, I am skeptical about institutions readiness for conversion into a state university ... I have not been provided opportunities such as job-related training or seminars that would enhance our skills. Without these resources, it's hard to see how the institution can effectively manage the demands and expectations that come with becoming a state university."* These statements underscore that higher-order needs related to recognition, growth, and achievement remain less satisfactorily fulfilled, despite the overall high scores.

An important observation emerges from the contradictions between quantitative scores and qualitative perceptions. While Safety Needs are rated highly, several respondents reported experiences suggesting gaps in psychological safety. Respondent 92 expressed concerns about discrimination and managerial practices: *"SSC is not yet ready for its conversion into a state university because of the ff. reasons: ... the management is not open to employees initiatives but practices fraudulent acts, employees are often discriminated."* Similarly, Respondent 88 highlighted cultural biases and inequitable acknowledgment, and Respondent 4 emphasized that administrative decisions appear to favor upper management: *"Being one-sided to the decision making will never benefit us to become a state university. Based on my observation, most decisions are clearly patterned only to what will benefit the top administration, not for the whole organization."* These comments suggest that while physical safety may be well addressed, aspects of psychological safety, equity, and inclusive governance remain areas of concern, consistent with Radziwill and Benton (2024), who emphasize that psychological safety is essential for well-being and optimal performance.

Similarly, the quantitative measure of Physiological Needs—although generally rated positively—revealed some specific concerns. For instance, inadequate facility comfort and maintenance, reflected in lower individual assessments, with a mean score of 2.55, highlights the need for attention to the physical work environment, complementing respondents' feedback about infrastructure limitations (Respondent 88).

Taken together, these findings suggest that while Siquijor State College effectively addresses foundational and social needs, significant gaps remain in meeting higher-level needs such as recognition, professional development, and psychological safety. To achieve Very High Fulfillment across all employee needs, the institution should focus on establishing transparent policies, strengthening recognition systems, providing robust professional development opportunities, and fostering an environment that promotes both physical and psychological well-being. Addressing these areas is particularly critical as the College prepares for its transition to state university status, where fulfilling higher-order employee needs will contribute not only to morale and stability but also to institutional readiness.

The Extent of Workforce Stability at Siquijor State College

The results presented in Figure 5 indicate that employees at Siquijor State College generally perceive their work environment as Stable, reflected in an overall mean of 3.23. According to

the interpretation guide, this suggests that the workforce experiences a reliable and steady institutional setting, though certain aspects still require attention to achieve optimal functioning. Among the workforce attributes, Skills received the highest rating with a mean of 3.40, interpreted as Very Stable, indicating that employees feel competent and confident in performing their duties. Similarly, Staff reported stable comfort in seeking support from colleagues, with a mean score of 3.22, suggesting that collaborative assistance is readily available. Positive perceptions of Community, including team-building activities and social events both had a mean score of 3.22, further highlight the nurturing of interpersonal relationships within the college. These findings align with Vorecol (2022), who emphasizes that robust team-building mechanisms enhance workplace cohesion and foster positive relational dynamics.

Despite this overall stability, certain workforce dimensions fall at the lower end of the Stable range, signaling areas for targeted improvement. Nurturing, which reflects opportunities for continuous learning and skill enhancement, was rated at 3.08, suggesting that professional development resources may be perceived as insufficient. This is reinforced by Respondent 101, who stated: *"From my experience, I am skeptical about institutions readiness for conversion into a state university ... I have not been provided opportunities such as job-related training or seminars that would enhance our skills."* Such insights are consistent with Erskine-Sackey (2021), who highlights that professional development opportunities are critical for maintaining employee performance and engagement.
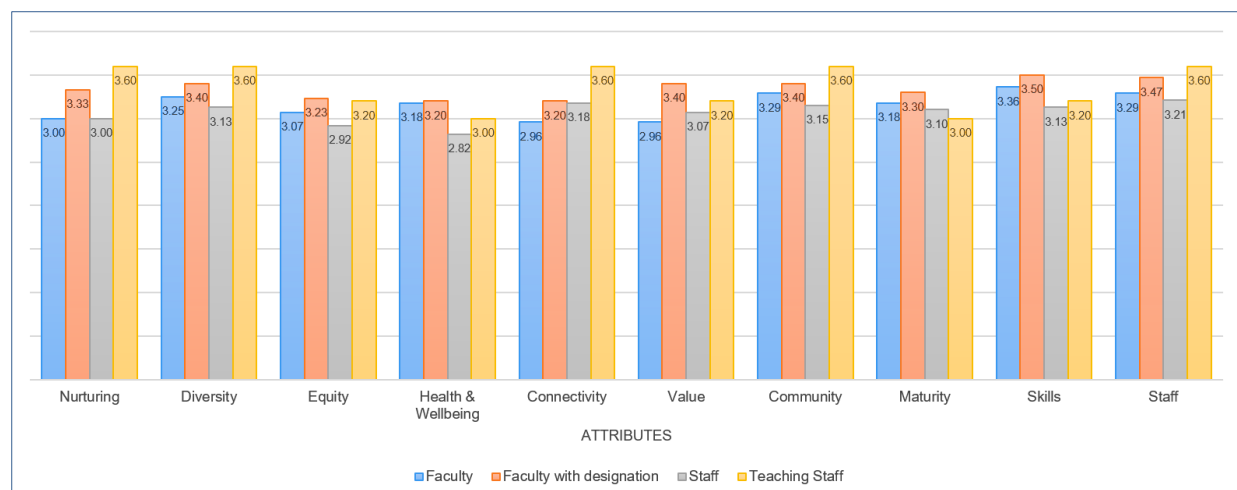
Figure 5. Extent of Workforce Stability at Siquijor State College

Additional areas requiring attention include Diversity, with a mean score of 3.08, and Connectivity, with a mean score of 3.02, which, while still interpreted as Stable, indicate limited encouragement for diverse viewpoints and two-way communication. Equity, rated at 2.83, approaches the lower threshold of the Stable range, suggesting perceived inequities in opportunities for employees to express opinions or participate meaningfully in institutional processes. These concerns are mirrored in qualitative feedback. Respondent 4 observed: *"Being one-sided to the decision making will never benefit us to become a state university. Based on my observation, most decisions are clearly patterned only to what will benefit the top administration, not for the whole organization."* Similarly, Respondent 92 reported: "SSC is not yet ready for its conversion into a state university because … the management is not open to employees initiatives but practices fraudulent acts, employees are often discriminated." Such statements highlight gaps in inclusivity, transparency, and ethical conduct, demonstrating that workforce stability is not solely a matter of procedural functioning but also of equitable and

participatory organizational culture.

In the domain of Maturity, with a mean score of 3.02, employees expressed reservations about empowerment in decision-making, reflecting perceptions that autonomy and shared governance are limited. This observation aligns with Annamalai (2022), who concluded that perceived inequity and restricted participation negatively affect employee satisfaction and organizational commitment.

Taken together, the findings suggest that Siquijor State College maintains strong foundations of workforce stability, particularly in employee competence, collegial support, and social cohesion. However, persistent challenges remain in areas such as professional development, inclusiveness, equity, ethical leadership, and empowerment. According to the interpretation guide, the workforce is currently functioning within a Stable range but has not yet reached Very Stable, which is required for fully engaged and resilient employees. To enhance stability, the institution must strengthen continuous learning support, formalize avenues for employee participation, ensure equitable opportunities for voice and recognition, institutionalize transparent communication mechanisms, and actively address concerns about discriminatory or unethical practices. These recommendations align with Letlatsa (2022), who emphasized that addressing these dimensions promotes an empowered, valued, and fully engaged workforce, essential for effectively navigating the transition to state university status.

The Extent of Employee Morale at Siquijor State College

Figure 6 illustrates the extent of employee morale at Siquijor State College, revealing a predominantly positive and encouraging institutional climate. All indicators fall within either High Morale or Very High Morale, suggesting that employees generally feel engaged, valued, and aligned with the college's mission. The strongest contributor to morale is employees' sense of commitment to institutional objectives, reflected in the highest mean score of 3.39, interpreted as Very High Morale according to the interpretation guide. This demonstrates that employees not only understand the institutional direction but also feel deeply dedicated to advancing it. Supporting this, Respondent 29 stated: *"I am optimistic with the dedication of the leadership of our college president and the collaborative efforts of the faculty and staff, I believe that with sustained commitment and strategic planning SSC is on a solid path toward a successful transition into a state university."* Such feedback highlights the intrinsic motivation and alignment between individual and institutional goals, reinforcing the quantitative finding.
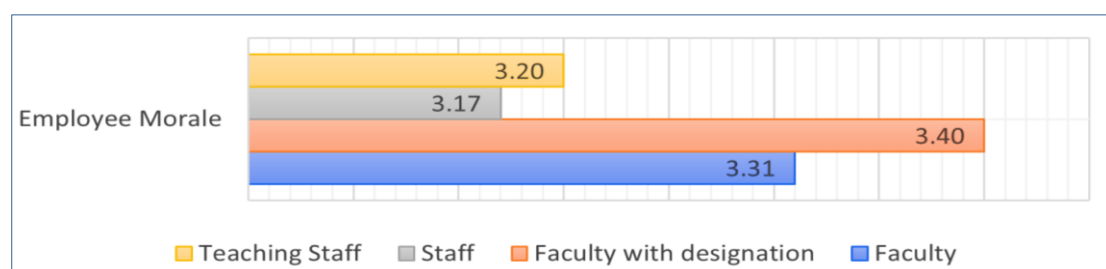

Figure 6. Extent of Employee Morale at Siquijor State College

Similarly, employees reported high perceptions of meaning and purpose in their daily work, with a mean score of 3.31, indicating that roles are perceived as significant. Optimism about the college's transition to state university status also contributed to morale, with mean scores

ranging from High Morale, 3.20 to Very High Morale, 3.54. For instance, Respondent 84 remarked: *"While there are still areas that need improvement, I believe SSC is on the right track towards its conversion into a state university."* This optimism is critical during periods of institutional transformation, helping maintain continuity, unity, and forward momentum. High ratings were also observed for satisfaction with professional relationships, with mean scores ranging from 3.08 to 3.37, interpreted as High to Very High Morale, indicating that collegiality, cooperation, and the comfort in seeking help from colleagues significantly contribute to a supportive work environment. These findings resonate with the workforce stability results, where Skills, Community, and collegial support were identified as institutional strengths, suggesting that competence and interpersonal trust reinforce both stability and morale.

Despite the overall positive picture, certain indicators with lower scores—though still within the High Morale range—highlight subtle areas for improvement. Leadership communication was rated with mean scores ranging from 3.08 to 3.32, reflects opportunities for more consistent and transparent dissemination of the institutional vision. Qualitative responses provide context for this finding. Respondent 4 observed: *"Being one-sided to the decision making will never benefit us to become a state university. Based on my observation, most decisions are clearly patterned only to what will benefit the top administration, not for the whole organization."* This suggests that while the college has a clear direction, inclusive communication practices may not be fully realized, potentially affecting employee understanding and trust. Similarly, Respondent 101 highlighted concerns regarding support and professional growth, indicating that lack of opportunities for skill enhancement can influence perceptions of leadership and morale: *"I have not been provided opportunities such as job-related training or seminars that would enhance our skills."*

Other areas warranting attention include the sense of pride and belonging within the workplace, with mean scores ranging from 3.10 to 3.40, and the overall quality of professional relationships. Respondent 88 emphasized the need for recognition mechanisms and accountability, stating: *"Mechanisms are not in place for acknowledging employee achievements ... sense of ownership and accountability from personnel need to be strengthened."* This feedback aligns with the findings on unmet higher-order needs, reinforcing that morale is not only a function of engagement but also of recognition, equity, and inclusion, consistent with Khumalo (2022), who underscores the essential role of management support, communication, and acknowledgment in sustaining morale in higher education institutions.

Taken together, these results portray a workforce functioning at a strong morale baseline, characterized by commitment, optimism, and meaningful engagement. However, targeted improvements in leadership communication, inclusive decision-making, recognition, and continuous professional development can help elevate morale from consistently High to more uniformly Very High. Strengthening these areas would enhance employee motivation, cohesion, and readiness—critical components as Siquijor State College prepares to transition to state university status, aligning employee well-being with institutional goals.

The Relationships Among the Extent of Needs, Morale, and Workforce Stability of the Respondents

The correlation analysis between the extent of employee needs and workforce stability at Siquijor State College (Refer to Appendix C) revealed consistently significant and meaningful relationships across all variables. With p-values of 0.000 for all tested correlations, these results

demonstrate high statistical significance, confirming that employee needs are fundamentally intertwined with both workforce stability and employee morale. This finding reinforces and extends earlier results, which indicated High to Very High Fulfillment of employee needs, Stable workforce conditions, and High to Very High Morale across the institution.

The correlation between Employees' Needs and Workforce Stability not only rejects the null hypothesis (Ho_1) but exhibits relationships ranging from moderate to strong, based on the interpretation guide. Specifically, dimensions such as community, equity, health and well-being, and value showed moderate to strong correlations, with r_s values approximately between 0.20 and 0.60, with self-esteem needs. These strengths indicate that fostering fairness, belongingness, well-being, and recognition significantly stabilizes the workforce. Qualitative feedback supports this, as Respondent 92 reported: *"SSC is not yet ready for its conversion into a state university because of the lack of required resources, the management lacks drive/initiatives, the management is not open to employees' initiatives but practices fraudulent acts, employees are often discriminated."* Similarly, Respondent 4 observed: *"Being one-sided to the decision making will never benefit us to become a state university. Most decisions are clearly patterned only to what will benefit the top administration, not for the whole organization."* These comments highlight that when higher-order needs like recognition and equity are unmet, workforce stability can be undermined despite generally favorable quantitative ratings. Such findings align with Davidescu et al. (2020), who emphasize that satisfying employee needs is a key determinant of workforce stability.

The relationship between Employees' Needs and Employee Morale, which led to the rejection of Ho_2, reveals even stronger associations, with several coefficients falling within the strong range from 0.60 to 0.80. The strongest correlations were observed for self-actualization needs, with an r_s value of 0.686, self-esteem needs, with an r_s of value 0.648, and social needs, with an r_s value of 0.607. These results are consistent with earlier findings showing that employees exhibit meaningful engagement, pride, and optimism, yet they also underscore the need to strengthen recognition, growth opportunities, and interpersonal support to elevate morale to uniformly Very High. Respondent 88 remarked: *"Mechanisms are not in place for acknowledging employee achievements ... sense of ownership and accountability from personnel need to be strengthened,"* while Respondent 101 emphasized: *"I have not been provided opportunities such as job-related training or seminars that would enhance our skills."* These statements demonstrate that higher-order needs, beyond mere fulfillment of basic and safety needs, play a crucial role in shaping morale, consistent with Okpala (2020), who stressed the importance of recognition, social connectedness, and motivation in fostering productive, high-performing employees.

Additionally, the correlation between Workforce Stability and Employee Morale, which led to the rejection of Ho_3 demonstrates a similarly powerful relationship. The strongest coefficient was observed between skills and morale, with an r_s value of 0.759, followed by community and morale, with an r_s value of 0.707, both classified as strong. These findings reinforce previous interpretations that employees perceive themselves as competent and benefit from supportive collegial environments, which were identified as institutional strengths in the workforce stability results. For instance, Respondent 29 expressed optimism regarding institutional leadership and collaboration: *"I am optimistic with the dedication of the leadership of our college president and the collaborative efforts of the faculty and staff ... SSC is on a solid path toward a successful transition into a state university."* Such observations align with Ngambi (2020), who emphasized that leadership competencies—including communication, team building, and trust—enhance employee morale. These correlations suggest that competence

and a sense of community not only stabilize the workforce but also significantly elevate morale.

Taken together, the findings highlight clear strategic priorities for Siquijor State College as it prepares for its transition to a state university. The moderate to strong correlations across variables underscore that enhancing employee outcomes requires a holistic approach, addressing not only well-met basic and safety needs but also higher-order needs such as recognition, professional growth, psychological safety, and inclusivity. Policies should strengthen community-building practices, reinforce equitable treatment, expand opportunities for skill enhancement, and establish clear mechanisms for valuing employee contributions. Integrating these strategies can leverage the institution's existing strengths to move from merely stable and highly motivated working conditions to an environment characterized by Very High Stability, Fulfilment, and Morale, essential for its successful transition into a state university.

The Difference on the Extent of Workforce Stability and Morale Among the Respondents According to Their Profile

The comparative analysis examining whether workforce stability and employee morale differed across various demographic and employment-related categories at Siquijor State College (Refer to Appendix D) consistently indicates no statistically significant differences. Variables such as sex, age, marital status, employment classification, years of service, and monthly income all yielded p-values ranging from 0.093 to 0.433 for workforce stability and from 0.120 to 0.839 for employee morale, each exceeding the 0.05 significance threshold. Accordingly, the study fails to reject the null hypotheses, suggesting that perceptions of workforce stability and morale are consistent across demographic and employment subgroups. Moreover, computed effect sizes ranging from $r = 0.021$ to 0.092 fall within the small range around $r = 0.10$, confirming that even where minor numerical differences exist, these are not practically meaningful. This uniformity across respondent profiles is particularly notable when considered alongside earlier results showing High Fulfillment of employee needs, Stable workforce conditions, and High Morale, indicating that the institutional environment fosters equitable experiences across all employees regardless of demographic characteristics.

This finding is further corroborated by qualitative responses illustrating that employee perceptions of institutional stability and morale are shaped more by organizational practices than individual circumstances. For instance, Respondent 29 shared optimism regarding leadership and collaboration: *"I am optimistic with the dedication of the leadership of our college president and the collaborative efforts of the faculty and staff ... SSC is on a solid path toward a successful transition into a state university."* Similarly, Respondent 88 highlighted concerns about recognition and accountability mechanisms, stating: *"Mechanisms are not in place for acknowledging employee achievements ... sense of ownership and accountability from personnel need to be strengthened."* These observations indicate that while employees experience both positive engagement and challenges, such experiences are broadly distributed across all groups rather than being confined to specific demographic categories.

The present findings contrast with studies suggesting that demographic and employment characteristics often shape workplace outcomes. For example, Bichsel et al. (2023) reported that race, gender, and age significantly influenced workforce stability and retention patterns in higher education institutions. Conversely, the current results align with Phillips (2024), who found no significant predictive power of gender, ethnicity, or years of experience on faculty job satisfaction within a historically Black university. Within the context of Siquijor State

College, this lack of significant group differences reflects a notably homogeneous institutional climate, further supported by earlier correlation results demonstrating strong, institution-wide relationships among employee needs, workforce stability, and morale. These correlations indicate that systemic organizational factors—including leadership competence, recognition practices, professional development opportunities, and equitable communication mechanisms—are the primary drivers of employee outcomes, rather than individual sociodemographic characteristics.

The implications for policy and institutional development are clear. Enhancing workforce stability and morale requires universal strategies rather than targeted interventions. Initiatives should focus on strengthening communication practices, implementing transparent recognition systems, promoting equitable treatment, and expanding opportunities for professional development—all factors previously identified as central to fulfilling employee needs and sustaining both workforce stability and morale. Considering the institution's ongoing transition toward state university status, these findings underscore the importance of cultivating an inclusive and cohesive work environment where positive experiences, engagement, and opportunities are shared equitably across all employee groups, thereby reinforcing the organizational foundations necessary for a successful institutional transformation.

Overall, the findings demonstrate that while foundational employee needs are largely fulfilled and workforce stability is maintained, higher-order needs such as self-esteem, professional growth, and participatory decision-making remain areas requiring strategic attention to strengthen morale and institutional readiness.

5. Conclusion

The findings from this study at Siquijor State College offer valuable insights into the interplay between employee needs, workforce stability, and morale during the institution's transition toward state university status. From a theoretical perspective, this research validates and extends Karakhan's model of employee needs within a higher education context, demonstrating that the fulfillment of Maslow's hierarchical needs—from physiological and safety needs to higher-order self-esteem and self-actualization—is strongly and positively associated with both workforce stability and employee morale. The study's correlation analyses, which revealed strong relationships between higher-order needs (i.e., self-actualization, self-esteem, and social needs) and workforce outcomes, provide empirical evidence supporting the model's applicability in higher education institutions, thereby contributing to the broader literature on organizational behavior and human resource theory.

From an institutional practice perspective, the research offers actionable diagnostics for conversion readiness. The combined quantitative and qualitative findings highlight strengths—such as high competence, strong social cohesion, and commitment to institutional mission—as well as areas requiring strategic attention, including psychological safety, professional development opportunities, equitable recognition systems, and inclusive decision-making processes. By addressing these areas, the College can enhance its workforce stability, elevate morale, and foster a more engaged, committed, and capable workforce. This approach provides a practical roadmap for higher education institutions seeking to manage organizational change effectively while preparing for structural transitions such as achieving state university status.

Finally, in terms of policy contributions, the study underscores the importance of aligning

institutional initiatives with regulatory and developmental frameworks. Policies designed to ensure employee well-being, equity, recognition, and professional growth directly support compliance with CHED requirements and align with Sustainable Development Goals related to decent work, equality, and lifelong learning. Implementing structured programs for professional development, transparent communication channels, inclusive governance, and systematic recognition not only strengthens workforce outcomes but also ensures that institutional practices meet national and international standards for higher education quality and human capital development.

In conclusion, by simultaneously addressing theoretical, practical, and policy dimensions, Siquijor State College can leverage its current strengths while strategically targeting areas for growth. This integrated approach ensures a stable, high-morale workforce, cultivates an inclusive and competent organizational culture, and positions the College to successfully achieve its transition to a thriving and recognized state university.

6. Recommendations

Based on the findings of this study, the following recommendations are proposed to strategically enhance employee needs fulfillment, workforce stability, and morale at Siquijor State College in preparation for its transition to a state university. Recommendations are prioritized into High, Medium, and Low based on resource requirements and potential impact, and are explicitly linked to the empirical evidence from the study.

High Priority
Developmental Area: Safety & Psychological Needs   **Specific Goal**   Ensure a psychologically safe, ethical, and transparent institutional culture by December 31, 2025   **Key Actions/Initiatives**   ▪ Establish and enforce zero-tolerance policies for discrimination, harassment, and unethical practices, with clear reporting and disciplinary procedures.   ▪ Implement mandatory ethics, transparency, and psychological safety training for all managers and leaders.   ▪ Conduct audits of workplace safety and security measures.   **Empirical Basis**   Despite high quantitative Safety Needs scores (Faculty 3.43; Staff 3.60), respondents reported discrimination, cultural bias, and lack of psychological safety (Respondents 4, 88, 92, 101), indicating gaps between perceived physical safety and actual psychological well-being.
Developmental Area: Social Needs & Communication   **Specific Goal**

Strengthen inclusivity, collaboration, and open communication to foster belonging and engagement by December 31, 2026

Key Actions/Initiatives
▪ Implement a multi-directional communication strategy with regular updates, feedback mechanisms, and forums for employee input.
▪ Conduct structured team-building programs with follow-up activities to sustain cohesion.
▪ Promote participatory decision-making to ensure all voices are heard.

Empirical Basis
Social Needs were high (w$\bar{x}$ = 3.40), but limited openness in sharing ideas (w$\bar{x}$ = 2.68) and qualitative feedback (Respondents 4, 88) highlighted insufficient inclusivity and participatory communication.

Developmental Area: Employee Morale & Recognition

Specific Goal
Enhance morale and motivation by ensuring employees feel valued and acknowledged by December 31, 2026

Key Actions/Initiatives
▪ Establish formal recognition programs for achievements across all employee classifications.
▪ Provide opportunities for staff to lead initiatives or projects, with institutional acknowledgment.
▪ Strengthen leadership communication of goals and vision.

Empirical Basis: Morale was generally High to Very High (w$\bar{x}$ = 3.08–3.54), yet leadership communication and sense of belonging scored lower (w$\bar{x}$ = 3.08–3.10), with Respondent 88 emphasizing lack of recognition and acknowledgment of contributions.

Medium Priority

Developmental Area: Self-esteem & Self-actualization Needs

Specific Goal
Promote professional growth, skill mastery, and self-actualization by December 31, 2026

Key Actions/Initiatives
▪ Launch a comprehensive professional development program including technical, leadership, and soft-skills training.
▪ Implement mentorship programs linking long-tenured and newer employees.
▪ Allocate resources for seminars, certifications, and skill-enhancing initiatives.

Empirical Basis
Self-esteem (w$\bar{x}$ = 2.69) and Self-actualization (w$\bar{x}$ = 3.18) were lower among certain employee groups; Respondent 101 reported insufficient professional growth and training opportunities.

Developmental Area: Workforce Stability & Skills

Specific Goal
Maintain and enhance employee competence and community cohesion by December 31, 2026

Key Actions/Initiatives
- Foster team collaboration through ongoing projects and cross-departmental initiatives.
- Encourage employee involvement in decision-making and institutional initiatives.
- Recognize long- serving staff as knowledge resources in strategic planning and mentorship.

Empirical Basis
Skills (w$\bar{x}$ = 3.40) and Community (w$\bar{x}$ = 3.22) were strong, but Maturity (w$\bar{x}$ = 3.02) and Connectivity (w$\bar{x}$ = 3.08) indicated limited empowerment and collaboration; Respondents 4, 101 noted gaps in participatory decision-making and mentorship.

Low Priority

Developmental Area: Physiological Needs & Work Environment

Specific Goal
Maintain functional and comfortable facilities by December 31, 2026

Key Actions/Initiatives
- Routine maintenance and upgrades for offices, classrooms, and restrooms.
- Transparent reporting of progress on facility improvements.

Empirical Basis
Physiological Needs were generally high (w$\bar{x}$ > 3.0) suggest functional facilities, but lower ratings for comfort and maintenance (w$\bar{x}$ = 2.55) highlight areas needing improvement.

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Appendices

Appendix A: Sample Coding

Theme 1: Adequacy of Institutional Resources and Infrastructure

This theme reflects employees' perceptions regarding whether Siquijor State College has sufficient facilities, equipment, and physical resources to support its transition into a state university. Many respondents acknowledged visible institutional improvements, noting that the college has been making efforts to upgrade its infrastructure. As R3 expressed, "The college has improved some buildings and classrooms, which shows we are preparing for the conversion." Similarly, R7 shared that "Laboratories and equipment are slowly being upgraded, but there is still more work to be done." Conversely, some employees raised concerns about the adequacy of resources, with R12 stating, "Some facilities are still lacking and need major improvement before we can be at the university level." These statements collectively demonstrate both appreciation of ongoing developments and awareness of persisting limitations.

The findings indicate that while employees perceive progress in infrastructure, they also recognize the need for more comprehensive improvements to meet university standards. This theme aligns with institutional readiness frameworks emphasizing that adequate physical and technological resources are essential indicators of preparedness for university conversion.

Theme 2: Competence and Preparedness of Human Resources

This theme covers employees' evaluations of faculty and staff qualifications, professional development, and overall capability to operate at a university-level academic environment. Respondents noted efforts to enhance human resources, such as supporting faculty members in pursuing higher degrees. As R5 remarked, "More faculty are taking their master's and doctorate degrees in preparation for the conversion." R9 similarly commented, "We have trainings and seminars that help us improve our competencies." However, some respondents acknowledged existing gaps, such as R14 who said, "Not all faculty members meet the required qualifications yet, and we need more capacity-building programs." These varied views point to a workforce undergoing development but still working toward meeting full university standards.

Overall, findings show that human resource development is progressing but remains incomplete. Faculty qualifications and staff competencies are key components of university readiness, and employees perceive that while the college is moving forward, further advancement is needed to fully align with CHED requirements.

Theme 3: Institutional Commitment and Administrative Support

This theme explores employees' perceptions of leadership efforts, administrative initiatives, and the level of institutional commitment toward achieving university status. Many respondents expressed confidence in the administration's direction, with R2 stating, "The administration is very committed and is working hard to meet all requirements." R10 echoed this sentiment, remarking, "The leadership is active in planning and guiding us through the conversion process." Nonetheless, some employees emphasized areas for improvement in communication. R16 noted, "We need more regular updates so that all employees are fully aware of the progress." These reflections indicate that while administrative commitment is strong, communication gaps can affect employee engagement.

Findings suggest that employees generally view administrative leadership as a driving force in the conversion initiative. Consistent communication and inclusive participation are critical to strengthening overall organizational readiness for universityhood.

Theme 4: Readiness of Academic Programs and Curriculum Alignment

This theme captures perceptions regarding the alignment of current curricular offerings with university-level academic expectations. Respondents noted that curriculum revisions are ongoing, with R8 stating, "Our programs are being reviewed and updated to meet university requirements." R11 added, "We are integrating more research components into the curriculum, which is needed for university status." However, some employees expressed concerns about uneven progress, such as R15 who shared, "There are still programs that need refinement and updating to align with CHED standards." These comments highlight that curricular preparedness varies across departments.

The findings suggest that academic program readiness is advancing but not yet fully achieved. Curriculum alignment remains a crucial aspect of institutional transformation, and employees perceive it as a significant area requiring continued attention.

Theme 5: Organizational Morale and Employee Engagement

This theme discusses employees' motivation, morale, and willingness to participate in activities related to the university transition. Respondents described varying levels of engagement, with R1 stating, "Most employees are enthusiastic and supportive of the conversion." R9 similarly shared, "The cooperation among faculty and staff has improved as we prepare for universityhood." However, some cited concerns about workload and uncertainty. R17 remarked, "Some employees feel overwhelmed by the additional tasks and documentation required." These mixed experiences show that morale and engagement depend on workload distribution and clarity of roles.

Findings suggest that while many employees are motivated, sustained engagement requires supportive management strategies. Organizational morale is a significant component of readiness, affecting the institution's capacity to successfully transition into a university.

Appendix B: Profile of the Respondents (n=102)

Profile	Frequency	Percent
Sex		
Male	55	53.9
Female	47	46.2
Age in Years		
Under 25	3	2.90
25-34	38	37.3
35-44	26	25.5
45-54	26	25.5
55 and above	9	8.80
Marital Status		
Single	43	42.2
Married	55	53.9
Widowed	2	2
Separated	2	2
Employee Classification		
Faculty	28	27.5
Faculty with designation	30	29.4
Staff	39	38.2
Staff with teaching load	5	4.90
Number of Years in the Institution		
Less than 1 year	18	17.6
1-5 years	43	42.2
6-10 years	14	13.7
11-15 years	11	10.8
More than 15 years	16	15.7
Monthly Income		
Less than Php 9,520	9	8.80
Between Php 9,520 to Php 19,040	17	16.7
Between Php 19,040 to Php 38,080	35	34.3
Between Php 38,080 to Php 66,640	31	30.4
Between Php 66,640 to Php 114,240	7	6.90
Between Php 114,240 to Php 190,400	3	2.90

Appendix C: The Relationships Among the Extent of Needs, Morale, and Workforce Stability of the Respondents

Employees' Needs and Workforce Stability

Variables Correlated to the Needs of the Employees	Needs of the Employees											
	Physiological		Safety		Belonging		Self-esteem		Self-actualization		Spiritual	
	p-value	r_s	p-value	r_s	p-value	r_s	p-value	r_s	p-value	r_s	p-value	r_s
Nurturing	.003	.289	.000	.489	.000	.527	.000	.548	.000	.480	.000	.486
Diversity	.000	.502	.000	.686	.000	.684	.000	.697	.000	.621	.001	.323
Equity	.000	.497	.000	.547	.000	.605	.000	.722	.000	.562	.000	.418
Health & Wellbeing	.000	.550	.000	.590	.000	.603	.000	.719	.000	.679	.000	.434
Connectivity	.000	.438	.000	.618	.000	.620	.000	.609	.000	.543	.005	.276
Value	.000	.490	.000	.603	.000	.648	.000	.701	.000	.551	.000	.423
Community	.000	.438	.000	.631	.000	.634	.000	.747	.000	.676	.000	.350
Maturity	.000	.379	.000	.459	.000	.612	.000	.581	.000	.615	.000	.597
Skills	.000	.394	.000	.536	.000	.614	.000	.676	.000	.694	.000	.425
Staff	.000	.441	.000	.534	.000	.704	.000	.635	.000	.625	.000	.478

Decision: Reject H_{o1}
Remarks: Significant

Note: *Spearman's Rank Order Correlation (r_s) at 0.05 Level of Significance*
p > 0.01; p < 0.05

Employees' Needs and Morale

Variables Correlated to Employee Morale	r_s	p-value	Decision	Remarks
Physiological	.427	.000	Reject H_{o2}	Significant
Safety Needs	.573	.000	Reject H_{o2}	Significant
Belonging Needs	.607	.000	Reject H_{o2}	Significant
Self-esteem Needs	.648	.000	Reject H_{o2}	Significant
Self-actualization Needs	.686	.000	Reject H_{o2}	Significant
Spiritual Needs	.367	.000	Reject H_{o2}	Significant

Note: *Spearman's Rank Order Correlation (r_s) at 0.05 Level of Significance*
p < 0.05

Workforce Stability and Morale

Variables Correlated to Employee Morale	r_s	p-value	Decision	Remarks
Nurturing	.407	.000	Reject H_{o3}	Significant
Diversity	.698	.000	Reject H_{o3}	Significant
Equity	.594	.000	Reject H_{o3}	Significant
Health and Wellbeing	.608	.000	Reject H_{o3}	Significant
Connectivity	.560	.000	Reject H_{o3}	Significant
Value	.603	.000	Reject H_{o3}	Significant
Community	.707	.000	Reject H_{o3}	Significant
Maturity	.699	.000	Reject H_{o3}	Significant
Skills	.759	.000	Reject H_{o3}	Significant
Staff	.661	.000	Reject H_{o3}	Significant

Note: *Spearman's Rank Order Correlation (r_s) at 0.05 Level of Significance*
p < 0.05

Appendix D: The Difference on the Extent of Workforce Stability and Morale Among the Respondents According to Their Profile

Variables	df	Comp. Value	p-value	Decision	Remarks
Sex	-	U = 1166	.433	Failed to Reject H_{o4}	Insignificant
Age	4	H = 4.435	.350	Failed to Reject H_{o4}	Insignificant
Marital Status	3	H = 3.673	.299	Failed to Reject H_{o4}	Insignificant
Employment Classification	3	H = 5.623	.131	Failed to Reject H_{o4}	Insignificant
Number of Years Working in the Institution	4	H = 4.449	.349	Failed to Reject H_{o4}	Insignificant
Monthly Income	5	H = 9.427	.093	Failed to Reject H_{o4}	Insignificant

Note: *Kruskal-Wallis Test (H) and Mann-Whitney U Test at 0.05 Level of Significance*

Respondents' Profile and the Extent of Workforce Stability

Respondents' Profile and the Extent of Morale

Variables	df	Comp. Value	p-value	Decision	Remarks
Sex	-	U = 1225	.611	Failed to Reject H_{o5}	Insignificant
Age	4	H = 4.772	.312	Failed to Reject H_{o5}	Insignificant
Marital Status	3	H = 5.221	.156	Failed to Reject H_{o5}	Insignificant
Employment Classification	3	H = 4.338	.227	Failed to Reject H_{o5}	Insignificant
Number of Years Working in the Institution	4	H = 1.429	.839	Failed to Reject H_{o5}	Insignificant
Monthly Income	5	H = 8.746	.120	Failed to Reject H_{o5}	Insignificant

Note: *Kruskal-Wallis Test (H) and Mann-Whitney U Test at 0.05 Level of Significance*