

## **TURNOVER INTENTION OF LECTURERS IN PUBLIC AND PRIVATE UNIVERSITIES: SYSTEMATIC LITERATURE REVIEW**

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### **ABSTRACT**

This paper presents a systematic literature review on the turnover intention of lecturers in public and private universities. The primary objective is to identify the main factors affecting lecturers' decision to remain or leave, as well as potential solutions that universities and other stakeholders can use to reduce staff turnover. Research questions that were answered by this study are: (i) What are the factors responsible for the turnover intentions of public and private university lecturers? (ii) What recommendations exist for curtailing turnover intention? The methodology adopted was PRISMA, which is an evidence-based approach to synthesizing information from different sources. The results showed some common themes emerged across both types of universities such as job satisfaction, organizational commitment, working conditions, pay structure, etc., while other factors like managerial support or work-life balance had more significant effects on lecturers' motivation in one type than another. Moreover, it was found that financial incentives have a major role to play when it comes to reducing employee attrition rates among teachers at both types of universities. Finally, various strategies were proposed such as providing better recognition systems; offering competitive salaries; creating flexible working environments; and improving communication within organizations, which can help reduce lecturers' motivation to leave their jobs prematurely.

### **Keywords:**

*Turnover Intention, Lecturer, Higher Education, Public University, Private University*

### **INTRODUCTION**

Turnover intention of lecturers in public and private universities has become a major challenge for both the universities as well as the government. The reasons behind this phenomenon are multifaceted, ranging from personal to organizational factors. This paper presents a systematic literature review of studies related to turnover intention among university lecturers in public and private universities around the world. Specifically, it aims to identify common themes that have emerged from these studies with regards to understanding why some lecturers choose not to stay on at their current institution or move on to other ones. Furthermore, it will explore how different types of organizational policies may influence lecturer's decisions regarding turnover intentions such as job satisfaction levels or salary differences between universities. In doing so, this paper hopes to provide insights into ways which can be used by organizations to reduce faculty attrition rates and improve employee retention strategies within higher education settings worldwide.

The importance of understanding turnover intentions among university staff is paramount due to its implications on productivity, quality assurance measures taken by universities and overall cost incurred while replacing employees. Moreover, there exists an interesting dichotomy when comparing results obtained from research conducted across various countries; while some suggest that certain external factors such as work environment play an important role in influencing one's decision-making process, others point towards internal variables like job satisfaction being more influential than any other factor, including salaries offered by competing organizations (Aziz et al., 2019). This is important in terms of adopting suitable strategies that can boost employee performance while also reducing turnover.

Turnover intentions have been cited in relationship to various variables. The moment at least one of these variables is identified, the chance that the lecturer is fully engaged in their work and has enough energy to deliver everything for their work increases (Anderson, 2014). It is thus essential that we gain greater insight into what drives individual preferences between staying and leaving their current organization taking into account all relevant information available about them before drawing any conclusions about causes leading towards increased faculty attrition rate observed currently amongst many academic establishments globally.

## **Objectives**

The objective of this paper is to conduct a systematic literature review on the turnover intention of lecturers in public and private universities. The main goal is to identify the major factors influencing lecturer's decisions to remain or leave their current positions, as well as potential solutions that can be used by universities and other stakeholders in order to reduce staff turnover. Specifically, the following are the Research Questions of the study:

- i. What are the factors affecting the turnover intentions of public and private university lectures?
- ii. What recommendations exist for curtailing turnover intention?

## **LITERATURE AND STUDIES**

### ***The Concepts of Turnover Intention***

Many scholars have defined turnover intentions in various ways. Park & Johnson (2019) define turnover intentions as the "desire to leave an organization" which is based on individual factors such as job satisfaction and motivation levels within a particular work environment or industry sector. Ooi & Teoh (2021) suggest that these intentions are related to employees' attitudes towards their current workplace and can be measured by analysing employee performance ratings over time compared with those of other organizations in the same sector or region. Priya et al. (2017) further explain that this concept also involves how well employees perceive their job roles relative to others in the organization; for instance, if they feel undervalued, then it could lead to them considering leaving for another role elsewhere where they may receive better recognition and rewards for their efforts.

Numerous scholars have devoted time and efforts to study the factors that contribute to employee's intention to leave their jobs. The study by Septriyani (2022) sought to understand the major causes of perceived organizational support on job satisfaction and turnover intention. The findings of that study show that job structure, work environment, autonomy or flexibility improve lecturers' job satisfaction and decrease their intention to leave.

From the above definitions, turnover intentions can be taken to refer to the desire of an employee to leave their current job. It is a measure of how likely it is that an employee will quit in the near future, and can be used as a predictor for actual turnover. Turnover intentions are considered important because they provide employers with insight into how satisfied employees are with their jobs, which can help them identify potential issues before they lead to larger problems or costly resignations (Russel et al., 2020; Thomas, 2019).

### ***University Lecturers and Turnover Intention***

As theorized by Rathakrishnan & Siew (2016), turnover intention is associated with the anticipation of a lecturer in terms of training, reward, recognition, and working conditions. When lecturers join the universities with some anticipation, the chances of negative behaviours, including turnover intention and absenteeism will increase, especially when such expectations are not met. When a peer receives a pay raise, promotion or bonus after working hard or even attaining their KPI (Key Performance Indicators), this is likely to motivate the other subordinates to work extra hard to receive similar paybacks. Past studies have demonstrated that the manifestations of dissatisfaction often result in turnover intention. According to Awang et al., (2015), this is directly linked to perceptions of dissatisfaction and is reliant on the rewards received by employees. Hence, the perception of dissatisfaction with rewards is linked to the increasing number of faculty staff expressing their intentions to quit these universities.

Evidence drawn from the research affirms that turnover intention is observed as the psychological readiness to leave higher institutions of learning, particularly when employees secure greener pastures elsewhere. Recent studies connecting training and development to turnover intention (Koon, 2018) have paid more attention to individual differences and interests. Nonetheless, earlier studies on turnover intention argued that moderating variables should serve to understand such phenomenon (Kim & Park, 2016). Some scholars do not consider lecturer turnover to be dysfunctional. However, according to Priya et al., (2017), employee turnover has often been an issue of concern for higher institutions of learning and business organizations. As such, a high percentage of employee turnover is detrimental to the organization and the employee, respectively. Turnover has a huge impact on the institutions' costs related to recruiting and selecting new personnel, training of newly recruited employees, and loss of knowledge acquired by the staff while on the job. Ultimately, turnover intention in any given organization results in understaffing, and this in turn leads to reduced productivity and effectiveness of the remaining staff.

### ***Consequences of Lecturers' Turnover Intentions***

University lecturers play a crucial role in the success of any university. They provide students with knowledge and skills that can be applied to their future endeavours, while also inspiring them to reach new heights. A lecturer with extensive experience can help students learn more effectively and bring out their innate desire to study and seriousness (Dong & Mustapha, 2021). However, when there is a high turnover rate among university lecturers, it can have serious consequences for both the institution and its students (Mughal et al., 2016).

The first consequence of university lecturers' turnover is that it leads to a decrease in the overall quality of education provided by a university (Amani & Komba, 2016; Hegazy, 2019). When experienced professors leave their positions, they are often replaced with less qualified individuals who may not be able to provide adequate instruction or guidance to students in their courses. This can lead to poorer grades among students and lower academic performance overall, which could ultimately affect how competitive graduates are when entering into job markets after graduation.

The second consequence of lecturer turnover is related directly to faculty morale and satisfaction within the universities themselves (Mohammadi & Karupiah, 2020; Nawaz & Pangil, 2016). Experienced professors leaving their positions due to dissatisfaction with working conditions or other factors can cause tension between remaining staff members who feel like they must pick up extra workloads left behind by those departing colleagues while also feeling undervalued for staying on board despite these issues occurring within the institution itself. Additional workloads appear to be one of the leading causes of mental illness of lecturers, which can lead to low morale and burnout (Zakirah & Juliana, 2021). This low level of morale amongst faculty members will eventually translate into poor teaching performances from them as well since they no longer feel motivated enough towards providing good instruction for students enrolled in courses taught by them.

Another consequence of high lecturer turnover rates is increased workloads on existing faculty members as well as administrative staff who must take up additional responsibilities such as finding qualified replacements quickly so courses do not get delayed unnecessarily which would further impact student performance negatively if classes were suspended until new instructors become available (Nawaz & Pangil, 2016). Lecturers must meet higher standards in educational practice (Dong & Mustapha, 2019) and training exceptional lecturers is a critical effort for the development of quality education. Furthermore, this puts extra strain on already limited resources such as budgeting costs associated with hiring temporary personnel while also taking away time from other tasks like research projects or developing innovative curriculums within departments. All these factors combined create an environment where quality instruction suffers greatly due to resources being spread too thin across multiple areas instead of focusing solely on one particular area that needs improvement.

## **METHODOLOGY**

The methodology adopted for this study is a systematic literature review based on PRISMA. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) statement provides guidance on how to conduct a systematic review by outlining the steps that need to be taken when conducting one. This approach was chosen as it allows researchers to systematically search, appraise, analyse and synthesize the available evidence from published studies related to a specific research question or topic area. The goal of the systematic review was to investigate and synthesize existing empirical studies related to turnover intention of lecturers in public and private universities. A comprehensive search strategy was employed using keywords such as "turnover intention", "lecturer", "public university", and "private university". Empirical studies that are published in Scopus and Google Scholar served as resources for doing the systematic review following PRISMA guidelines recommended by Liberati (2009).

The PRISMA process has phases starting with the identification of literature for review which involved searching two separate databases; screening of the literature; determining eligibility criteria; data abstraction where relevant information was extracted from each eligible article including author name(s), year or publication date, title/topic area etc.; and finally analysis phase which involves synthesis or integration across all included articles into a single narrative report based on their findings.

### ***Inclusion and exclusion criteria***

In selecting research articles for a systematic literature review, it is important to have certain inclusion and exclusion criteria. These criteria are used to ensure that the results of the study are reliable and valid.

The first criterion is that all research articles must have an objective related to understanding turnover intentions of university lecturers; if it does not meet this requirement then it cannot be included in the study. Secondly, all papers must come from peer-reviewed journals since these provide higher quality sources than non-peer-reviewed ones due to their rigorous editorial process which ensures accuracy and validity before publication occurs. Thirdly, only studies involving university lecturers can be considered valid sources; limiting participants solely to university lecturers eliminates extraneous variables associated with different professions which could compromise results if taken into account during the analysis phase. Lastly, but most importantly, only articles published between 2016 - 2023 will be taken into account. This is to ensure that only recent information is taken into consideration.

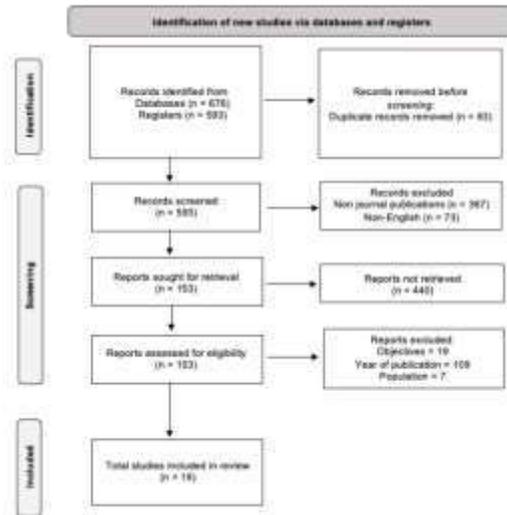


Figure 1: Flowchart of the Systematic Review Process

Table 1: Selection of the Literature Related to Turnover Intentions

<b>Code</b>	<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Objective(s)</b>	<b>Methodology</b>	<b>Participants / Institution type</b>	<b>Country</b>	<b>Findings</b>	<b>Recommendation</b>
A	Nawaz, M., & Pangil, F.	2016	The relationship between human resource development factors, career growth and turnover intention: The mediating role of organizational commitment	To examine the effect of salary, performance appraisal, training & development, and career growth on turnover intention	Quantitative	Lecturers/Private	Pakistan	Salary, Training & Development, Performance Appraisal, Career Progress and Promotion Speed impact turnover intention	To introduce career development programs for accommodating employee's career needs and also to provide career growth opportunities to satisfy their expectations
B	Saraih, U., Zin Aris, A. Z., Sakdan, M. F., & Ahmad, R	2016	Factors affecting turnover intention among academician in the Malaysian Higher Educational Institution	To investigate the effect of organizational citizenship behaviour (OCB), organizational commitment (OC) and organizational justice (OJ) on academicians' turnover intention	Quantitative	Lecturers/Public	Malaysia	Satisfaction with salary, advancement, distributive justice, and training are related to turnover. Organizational commitment was the only factor that was negatively associated with academicians' turnover intention.	
C	Nair, S., Mee, L. Y., & Cheik, A. N.	2016	Internal push factors and external pull factors and their relationships with lecturers' turnover intention	To examine the impact of three internal push factors--role overload, role ambiguity, and role conflict—and four external	Quantitative	Lecturers/Private	Malaysia	Role overload, role ambiguity, role conflict and external working location have a significant relationship with lecturers' turnover	Clear job descriptions should be given with good compensation packages.

				pull factors— job opportunity, compensation, working location, and university image—on lecturers’ turnover intention				intention respectively.	
D	Amani , J., & Komba, A.	2016	Relationship between job satisfaction and turnover intention among lecturers in Tanzanian public universities	To determine the level of perceived job satisfaction among lecturers; To determine the association between job satisfaction and turnover intention; To determine the extent to which lecturers’ job satisfaction and turnover intention differ by sex, age and work experience	Qualit ative	Lectur ers	Tanzani an	Negative relationship between job satisfaction and turnover intention. Male lecturers had a greater intention to leave their jobs than their female counterparts.	Universities should have highly innovative, motivated and productive teaching staff; job satisfaction should be given considerable attention.
E	Ratha krishn an, T., Imm, N. S., & Kok, T. K.	2016	Turnover intentions of lecturers in private universities in Malaysia	To examine the factors determining the turnover intention of lecturers in private universities in Malaysia	Quanti tative	Lectur ers/Pri vate	Malaysi a	Job security, supervisor support, compensation satisfaction, job autonomy, key performance indicators (KPI) achievability, and job satisfaction explained turnover intention.	The management must ensure good relationships among peers, immediate supervisors, job satisfaction as well as pay and benefits.

F	Ramamy, V.	2017	Faculty's turnover in private higher learning Institutions: A phenomenal inquiry	To explore the reason why faculty resign from their job	Qualitative	Lecturers/Private	Malaysia	Employer image, availability of external job opportunities, social media bullying, unfair performance measurement, unfair compensation, work overload and job insecurity determine turnover rate.	Efforts must be made to address the factors responsible for turnover intentions.
G	Hussain, S., & Ghulam, A.	2017	Job satisfaction and turnover intentions among college faculty in Gilgit-Baltistan, Pakistan	To identify job satisfaction as a predictor of turnover intention among public and private sector college faculty in Gilgit-Baltistan, Pakistan	Qualitative	Lecturers/Private and Private	Pakistan	Job satisfaction was a significant predictor of employees' turnover intention. Participants from the private sector reported a higher level of turnover intention as compared to participants from the public sector. Also, married participants are more satisfied in their jobs compared to unmarried participants.	College administrators, business managers, and other concerned authorities to take possible steps to increase their employees' job satisfaction, so that their turnover intention would be decreased.
H	Manogharan, M. W., Thivaharan, T., & Rahman, R. A	2018	Academic Staff Retention in Private Higher Education Institute-- Case Study of Private Colleges in Kuala Lumpur	To discover elements that are able to explain the lower retention rate among academic staff in private college	Qualitative	Lecturers/Private	Malaysia	Task and workload, conflict of role, being underpaid, and other intrinsic factors.	Compensation must be commensurate with workload.
I	Ainer, C. D., Subramaniam, C., &	2018	Determinants of turnover intention in the private universities in Malaysia: a	To investigate the relationship between role ambiguity, work	Quantitative	Lecturers	Malaysia	Role ambiguity, work overload, work-family conflict, co-worker warmth and co-worker	

	Aroki asamy , L.		conceptual paper	overload, work-family conflict, co-workers' warmth, co-workers' competence and turnover intentions				competence, were important factors that determine turnover intentions	
J	Alzubi , Y. Z. W.	2018	Turnover intentions in Jordanian Universities: The role of leadership behaviour, organizational commitment and organizational culture	To investigate the impact of leadership behaviour, organizational commitment and organizational culture on turnover intentions in Jordanian higher educational Institutes	Quantitative	Lecturers/Public	Jordan	Good leadership negatively affects employee turnover intention. Also, organizational culture is linked to turnover intention. Finally, organisational commitment influences employees' turnover intention.	University managers should recognize the behaviour of leadership in particular behaviour that is able to motivate the level of employee commitment to the organization and reduce employee turnover intention.
K	Windon, S. R., Cochran, G. R., Scheer, S. D., & Rodriguez, M. T.	2019	Factors Affecting Turnover Intention of Ohio State University Extension Program Assistants	To investigate the factors that influenced Ohio State University Extension program assistants' turnover intention	Quantitative	Lecturers	U.S.A	Lack of job satisfaction, supervisor satisfaction, and organizational commitment are related to employee withdrawal behaviour.	
L	Hegazy, N.	2019	The Impact of Employee Engagement on Turnover Intention; An Applied Study on The Egyptian Private Universities	To explore the relationships between Employee Engagement and turnover intention empirically in the higher education sector in Egypt	Quantitative	Lecturers/Private	Egypt	Dimensions of Employee Engagement including vigour, dedication, and absorption have a positive effect on turnover intention.	
M	Iornem, K. S	2019	A Comparative Analysis of Job Satisfaction and Turnover	To compare job satisfaction and turnover intentions among Private	Mixed method	Lecturers	Nigeria	Job security, advancement and growth determine turnover rate	

			Intentions Among University Lecturers in Nigeria	and Public University lecturers in Nigeria					
N	Abbas, M., & Iqbal, R	2020	Impact of Job Satisfaction on Employee Turnover Intents: Evidence from Private Universities in Karachi, Pakistan	To identify whether job satisfaction has any effect on the faculty members' turnover intentions in various private universities	Quantitative	Lecturers/Private	Pakistan	Workload, promotion, co-worker support, compensation, student behaviour, and time flexibility have a massive impact on turnover intentions.	If universities handle student behaviour and give the faculty full authority, then universities can expect lower turnover intentions from their faculties.
O	Mohammadi, S., & Karupiah, P.	2020	Quality of work life and academic staff performance: A comparative study in public and private universities in Malaysia	To explore the relationship between the quality of work life (QWL) of academic staff in universities and how QWL affects their performance.	Quantitative	Lecturers/Private and Private	Malaysia	Powerlessness and tolerance at the workplace affect performance in public universities, while dimensions of financial, co-worker relationships and tolerance at the workplace have a positive significant relationship with performance in private universities.	Since public organizations have a high level of bureaucracy; these programs or strategies should increase autonomy at different levels of the organization to reduce powerlessness. It is important to enhance the level of salary and other financial benefits for academic staff to improve their work performance
P	Mgawa, S. J.	2021	Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment	To examine the relationship between Tanzanian academics' perceived work environment and their job satisfaction	Quantitative	Lecturers/Private and Public	Tanzania	The results demonstrated that academic freedom, participative decisions, teamwork, supervision, and resources statistically significantly predicted academics' job satisfaction over and above their marital status,	It proposes distinctive, accommodating, and desirable work environments that will make everyone enjoy and feel fulfilled by their jobs.

								gender, age, academic rank, and institutional type.	
Q	Sepriyan, O	2022	The moderating role of perceived organizational support on the relationship between job satisfaction and turnover intention among academic staff of private universities in Malaysia	To examine the predictive role of job satisfaction on turnover intention, and to highlight the moderating role of perceived organizational support on the relationship between job satisfaction and turnover intention among academic staff for private universities in Malaysia.	Qualitative	Lecturers/Private	Malaysia	Job satisfaction and organizational support have positive relationships	Job structure, environment, autonomy, or flexibility to improve the employees' job satisfaction and to decrease turnover intention
R	Jing, Z., & Photchanachan, S.	2022	Influence of Development Environment Satisfaction on Turnover Intention of Young Doctoral Lecturers in Universities in Mianyang, China	To study the influence of young doctoral lecturers' development environment satisfaction on their turnover intention.	Quantitative	Lecturers/Public	China	Organizational commitment has a significantly negative influence on turnover intention.	Universities should make more efforts to improve the working environment and increase their satisfaction to stabilize talents and achieve the mutual development of young doctorate teachers and universities.

### ***Data Abstraction and Analysis***

For the analysis of the articles deemed to be eligible for this study, thematic analysis was adopted. Thematic analysis is a powerful tool for investigating qualitative data. According to Braun & Clarke (2006), there are stages of thematic analysis that should be followed in order to draw meaningful conclusions from the data. The first step taken was the familiarisation with the data, which involves reading through it carefully and noting the patterns or themes that emerge naturally from the material. The second step was the creation of initial codes, which involved assigning labels or categories to various pieces of information within the text so they could be easily identified during the review and synthesis stages.

The third stage involved compiling the codes into larger themes by looking for connections between different pieces of information across multiple sources; this helped to identify trends in the research materials more quickly than if they were simply reviewing each piece individually without considering its context within a broader

pattern or theme. Fourthly, there was a re-check for each of the themes against the coded extracts before proceeding further. This ensured accuracy and consistency throughout all the analyses. Finally, came the writing up of the report based on those named themes while connecting them back towards the research questions.

## RESULTS AND DISCUSSION

The results of the review are presented in this section as answers to the research objectives.

Table 2: Characteristic of the Literature Selected

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	TOTAL
<b>CP</b>	√	√		√		√	√	√	√	√	√	√	√	√	√		√	√	<b>15</b>
<b>JAD</b>	√	√		√								√	√						<b>5</b>
<b>JI</b>	√	√			√	√	√						√						<b>6</b>
<b>JA</b>					√														<b>2</b>
<b>KPI</b>	√				√	√													<b>3</b>
<b>CWS</b>									√		√			√	√				<b>4</b>
<b>OS</b>		√			√					√							√	√	<b>5</b>
<b>SB</b>														√					<b>1</b>
<b>TF</b>																√			<b>1</b>
<b>RF</b>	√			√			√		√					√					<b>5</b>
<b>DJ</b>		√																	<b>1</b>
<b>EI</b>						√													<b>1</b>
<b>EJO</b>			√			√													<b>2</b>
<b>PD</b>																√			<b>1</b>
<b>TD</b>	√	√																	<b>2</b>
<b>RA</b>			√						√										<b>2</b>
<b>RC</b>			√					√	√										<b>3</b>
<b>RO</b>			√			√		√	√			√		√	√				<b>7</b>

*Compensation - CP*

*Job Advancement - JAD*

*Job Insecurity - JI*

*Job Autonomy - JA*

*Key Performance Indicators – KPI*

*Co-Worker Support – CWS*

*Org./Supervisor Support - OS*

*Student Behaviour - SB*

*Time Flexibility - TF*

*Limited Research Funding - RF*

*Distributive Justice - DJ*

*Employer Image - EI*

*External Job Opportunities - EJO*

*Participative Decisions - PD*

*Training & Development - TD*

*Role Ambiguity - RA*

*Role Conflict - RC*

*Role Overload - RO*

Table 2 identifies fifteen distinct factors which have been found to contribute to turnover intent among lecturers. Of these, the most commonly cited were Compensation (CP) and Role Overload (RO), each appearing in 15 and 7 pieces of literature respectively. Job Advancement (JAD), Job Insecurity (JI), Organisational and Supervisor Support (OS), and Limited Research Funding (RF) also appeared frequently at 5, 6, and 5 pieces respectively.

### **Factors Affecting the Turnover Intention**

The turnover intentions of private university academics have been found to be higher than those of public universities. This is due to a variety of factors, including lack of advancement and job insecurity. Private university faculty are often faced with limited opportunities for professional development, as well as less job security. These issues can

lead to increased levels of stress and dissatisfaction among private university academics, which can ultimately result in an intention to leave their current position or institution altogether.

The lack of career progression opportunities within the structure at many private universities has contributed significantly towards the high rate at which faculty members intend on leaving their positions or universities altogether. Faculty members may feel that there is little room for them to advance professionally if they remain employed by the same institution; this could potentially cause them more frustration than satisfaction from working within such an environment over time, leading them down a path towards wanting out entirely instead staying put and continuing with their work there indefinitely.

The literature reviewed also revealed that married lecturers are less likely to quit their jobs as compared to unmarried lecturers. This is true for both private and public sector lecturers, with those from the private sector reporting higher levels of turnover intention than those from the public sector. The findings indicate that marriage may be an important factor in determining employee loyalty and commitment, with married individuals being more likely to remain in their positions over a longer period of time.

### ***Recommendations for Curtailing Turnover Intention***

The intention of lecturers to leave their current jobs is an important factor that has been studied in the literature. It is a complex issue, with many factors identified as contributing to this phenomenon. In both private and public sectors, compensation, job advancement opportunities, job insecurity, job autonomy and key performance indicators have all been identified as potential causes of turnover intentions among lecturers.

Compensation can be seen as one of the major drivers for turnover intentions among lecturers in both private and public universities. If they feel underpaid or not adequately compensated for their work, then it may lead them to look elsewhere for better pay or more suitable working conditions which could eventually result in them leaving their current positions altogether. This is consistent with the findings of Rathakrishnan & Siew (2016), in that lecturers' turnover intentions are related to reward, recognition, and work conditions. Job advancement opportunities are also highly influential when it comes to determining whether a lecturer will stay with a particular institution or move on. If there are no clear pathways available within an organisation, then, this can cause frustration amongst staff who wish to progress further within their careers but cannot do so due to limited options available from where they currently stand.

Job insecurity is another aspect which contributes significantly towards lecturer's decisions regarding staying put at a university or looking elsewhere. If they feel uncertain about future prospects such as salary increases or decreases, then, this could lead them to seek alternative employment options rather than remaining with the same employer over time despite any other benefits associated with doing so (such as good relationships established). Similarly, job autonomy plays its part too. Feeling restricted by management policies might make some individuals think twice before continuing down certain paths due to the lack of freedom experienced while carrying out duties assigned by superiors. Key Performance Indicators act similarly here too since these provide quantifiable measures against which individual performance can be judged, thus providing yet another reason why some people might decide against sticking around long-term even though other aspects may appear favourable overall.

Co-worker support is essential for lecturers as it allows them to feel like they have a team working with them towards common goals. When colleagues do not provide adequate assistance or appreciation of each other's efforts, it can cause feelings of isolation which can lead to an increased desire for change amongst lecturers. Similarly, when supervisors fail to provide appropriate levels of guidance or recognition, this too can contribute significantly towards lecturer turnover intentions as employees may perceive their work environment as unsupportive or hostile in nature. Because of this, training and development programmes need to place a greater emphasis (Koon, 2018) on the unique qualities and concerns of these lecturers.

Student behaviour also plays an important role in determining whether a lecturer will wish to stay at their current place of employment or move on elsewhere. If students display disruptive behaviours such as a lack of respect for authority figures, then this could be seen by some staff as detrimental enough that they would seek alternative job opportunities where they might receive better treatment from students who understand what is expected from them within educational settings. Time flexibility is another factor which contributes significantly towards employee attrition rates. If lecturers do not feel like they are given sufficient freedom over how long they spend teaching certain topics, then this could eventually erode their motivation, causing many individuals to look elsewhere for more suitable jobs instead of staying put. This is despite any potential financial benefits associated with remaining employed same institution. This is due to the fact that lecturers see their job roles as being relative to the values (Priya et al., 2017) that are associated with the university. Finally, limited research funding available at higher institutions of learning also has a significant impact on whether certain academics decide to remain within the same company. Without access

to funds necessary to carry out meaningful studies into areas of interest, researchers may consider leaving the organization in order to pursue projects elsewhere, where resources more readily available.

Distributive justice refers to how fairly resources such as salary or recognition are distributed among employees within an organization. If lecturers feel that they have been treated unfairly compared to their colleagues, then this can lead them to consider leaving for another job opportunity where they may receive better treatment or more attractive compensation packages. Employer image also plays a part in turnover intentions. If the reputation of an institution is poor due to low student satisfaction ratings or negative press coverage, then it could make potential new hires less likely to accept roles there leading existing staff members who want career progression elsewhere to look for other options too.

External job opportunities can also be influential when considering whether someone will stay with their current employer. If suitable alternative positions become available, which provide greater financial rewards or chances for promotion than what is on offer at the present place, then, this could tempt people away from staying put regardless of any internal issues like those mentioned previously being present at work. Participative decision-making allows individuals input into organizational matters which helps create feelings of ownership over outcomes. So, lack thereof might cause dissatisfaction amongst personnel while inadequate levels of training and development often result in low morale because without proper instructions, workers are not able to perform tasks effectively. This reduces productivity levels further, compounding discontentment. Role ambiguity, role conflict and role overload all contribute towards employee burnout through placing excessive demands on individuals with no clear indication as to exactly what duties should be undertaken leading them to feel overwhelmed and to be unable to cope adequately, resulting in an increased likelihood of resignation soon after.

The literature review on turnover intentions in both private and public universities has identified several recommendations to reduce the occurrence of employee turnover. First, the literature suggests that organizations should focus on improving job satisfaction among their employees. This can be accomplished by providing competitive salaries and benefits, offering career development opportunities, creating an environment of trust between management and staff members, encouraging open communication between all levels within the organization, and recognizing good performance with rewards or recognition programs such as bonuses or promotions for high-performing employees.

## **CONCLUSION**

Overall, it can be concluded that there is no single factor responsible for determining an individual lecturer's intention to leave his or her job at a public or private university. Rather multiple elements need to be taken into consideration when assessing this issue. The results from this systematic review provide useful insights into how universities may approach managing staff retention by taking steps towards improving employee engagement levels and addressing any issues surrounding workloads and career progression opportunities which could potentially lead them away from their current positions within higher institutions of learning.

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