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A conceptual analysis of employee turnover intention: The causes of turnover intention in the faculties in higher educational institutions

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Abstract

Employee turnover is a major challenge for companies around the world. Higher education is an important building block for any society committed to democracy. The issue of employee turnover has received a great deal of attention from many HR managers and organizational theorists. Colleges and universities implement human resource management strategies that include retention of qualified professors. About 65% of professors are considering quitting college, and nearly 45% of those surveyed say they could consider quitting college altogether, according to a report by Horizon Executive Search firm. Faculty turnover can also lead to low morale, loss of commitment to the institution, and further turnover. Previous studies have shown that faculty satisfaction is an important predictor of turnover intentions. This paper gains insights into the conceptualisation of employee turnover intention and further explores and highlights the causes of faculty turnover intention. The study is based on secondary data from different articles, research papers and literatures. The present study exposes the qualitative and exploratory roles in the field of Talent management. Literature reveals important turnover intent being a major challenge of an institution must be given priority in order to minimise the turnover intent rate of a faculty. By reviewing the previous papers it can be concluded that lower level of job satisfaction leads to high level of turnover intention. If employees are satisfied with the current job, they did not intend to leave.

Keywords: Turnover intention, job satisfaction, employee retention, work stress

Introduction

Higher education institutions (HEIs) have allowed the phenomenon of high manager and faculty turnover to become a cultural norm in business practices. Many institutions blame the economy for job cuts and budget cuts. As the sector continues to shrink in size, institutional operations are consolidated. Staff shortages have meant increased demand for jobs across all sectors, resulting in burnout or lower employee retention. (Du Plooy & Roodt, 2010) [8]. Employee turnover can be understood as an employee voluntarily leaving an organization or profession. The concept of voluntary turnover can only be explained if it is accepted as a combination of social, economic and psychological processes (Udechukwu *et al.*, 2007) [35]. Turnover intentions can be defined as an individual's intention to voluntarily leave an organization or profession. Intent is important to examine because it predicts human perception and judgment. (Mobley *et al.*, 1979) [25]. Researchers testify that intention to leave consists of a series of processes: the idea to quit, the intention to pursue, and the intention to quit. (Mobley 1982; Mobley *et al.*, 1978). Mobley *et al.* (1979) [22, 23, 24] observed that intention to leave is influenced by many factors, including organizational factors, individual employee characteristics, job and labour market expectations, and personal values. Turnover intent is defined as the employee's intention to find a new job with another employer within the next year. When an employee is attracted to an offer from another organization and the employee leaves the organization, this is known as a pull. In this type, employees find better options in terms of career progression, higher salaries, more benefits, and opportunities to work abroad. Factors such as problems, boredom at work, and feelings of unfairness about issues such as salary and promotion. (distributive justice) causes a lot of complaints. These factors are the triggers for smoking cessation. This is called the "push" turnover rate.

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Employee Turnover is a major challenge faced by the companies globally (James, Leena; Mathew, Lissy) ^[20]. Previous research has shown that job satisfaction is strongly inversely related to employee turnover intentions. (Egan, Yang & Bartlett, 2004; Lambert, Hogan & Barton, 2001; MacIntosh & Doherty, 2010; Schwepker, 2001; Silverthorne, 2004) ^[9, 18, 21, 32, 33].

Literature Review

Job satisfaction and turnover intention

Spector's (1986) meta-analysis revealed that high levels of control at work is associated with high levels of job satisfaction, commitment, motivation, performance and lower level of role ambiguity, conflict, and turnover intentions.

Igbaria *et al.* (1992) ^[13] observed that Stressors do not directly influence intentions to quit. They indirectly influence intention to leave through experiences such as job stress, lack of social support, job dissatisfaction, and lack of organizational commitment.

Wunder *et al.* (2001) ^[37], in his research found Job stressors have a direct and negative impact on a manager's job satisfaction, resulting in reduced engagement with the organization, intention to leave, and ultimately actual departure from the organization.

Johnsrud and Rosser (2002) ^[15] found that if faculty members were satisfied with their current positions, they did not intend to leave, but if faculty member were not satisfied, they explored other options.

Mowday and Colwell (2003) ^[41] Treating employees fairly with respect to policies, procedures and practices is necessary to influence employees not to consider leaving. Feeling satisfied or dissatisfied while working in an organization influences employee behaviour and develops employees' intention to stay or leave the organization.

Firth *et al.* (2004) ^[11] found that Intention to leave was strongly influenced by job dissatisfaction, lack of organizational commitment, and feelings of stress. These factors were influenced by occupational stressors.

Daly and Dee (2006) ^[42] Instructors may remain at their current institution despite being dissatisfied with their job or organization if there are few alternative employment opportunities or if family responsibilities limit their mobility. A faculty member, on the other hand, may be satisfied and very committed to the university, but may resign if there is a good job opportunity. They found that higher levels of autonomy were positively correlated with higher job satisfaction and lower intention to leave.

Van der Heijden *et al.*, (2009) ^[36] stated that Job satisfaction is made up of various determinants that influence an employee's decision to leave or stay. These determinants relate to autonomy (that is, the state of autonomy at work) and the degree of freedom employees must feel to fulfil their assigned roles and responsibilities. In general, autonomy has a positive impact on job satisfaction, and as a result, lack of autonomy is negatively reflected in willingness to leave, type of work, and level of supervision. Medina Elizabeth (2012) the findings show that Full-time work, longer tenure, older age, and whiteness are associated with statistically significant reductions in job turnover intentions, whereas higher education, greater job-related life satisfaction, and lower-income status is statistically

significantly associated with a statistically significant increase in turnover intention.

Lee *et al.* (2012) ^[20] noted that job satisfaction, employee commitment, and turnover intention are interrelated with each other, and certainly the intention to leave does not stem from nothing, as it is a result of lower levels of satisfaction and commitment towards a current job.

Lawrence *et al.*, (2013) ^[19]. unsatisfying work environment (e.g., low job satisfaction) pushes a faculty member to leave and better job alternative (e.g., greater compensation) pulls him or her to change jobs.

Jayavardhini V.R., Lakshmibala M. (2019) ^[14] it is being concluded that Faculty believe that compensation, supervisory support, and work-life policies are more important factors in leaving intentions than approval and compensation. Teachers prefer colleges with a balanced work-life policy, as high workloads in the workplace and low flexibility disrupt home life. It is important to offer competitive salaries to faculty.

Individual factors and turnover intention

Individual factors leading to intention to leave are related to the employee's personal characteristics. These traits can be ingrained in a person, like personality, or learned, like skills and abilities. Research has shown that a variety of cognitive and non-cognitive factors directly or indirectly influence employee intentions and ultimately their decision to actually leave and retire from the company

Judge *et al.* (1977) have confirmed that Positive and negative emotional temperamental traits can be considered personality traits. This study provided evidence that positive emotions were negatively associated with turnover intentions, whereas negative emotions were not positively or negatively associated with turnover intentions.

Matier (1990) suggests that faculty turnover studies should consider four points. First, faculty retention or retirement decisions are influenced by a variety of factors. Second, it is not enough to consider only factors directly related to the internal micro working environment. Third, both internal and external factors influence exit decisions. Finally, ease of movement should be considered along with the desirability of movement.

Matier, (1990) high salary from outside of the current institution might pull a faculty member to leave, but geographical location might push him or her to remain.

Dole *et al.* (2001) ^[7] Scholars have also attempted to explore a connection between ethnicity, gender, personality, and hierarchical position on the one hand and turnover intentions on the other. The obtained results however negated any such connection.

Neckerman and Fernandez (2003) ^[26] affirmed that Employees perform best because they carefully display and display their wealth of experience on their resumes when compared to their overall abilities in their actual jobs. In addition, our employees enjoy continuous development of their skills and abilities. Employees who are not making progress, who find their current position does not align with their ambitions, purpose, self-esteem, and sense of belonging, and whose job satisfaction does not improve are particularly likely to seek another position.

Korunka *et al.* (2008) ^[17] added that the quality of working life, and job and organisational factors, have been found to

be instrumental indicators for turnover intention and turnover decisions.

Quan and Cha (2010) ^[29] have demonstrated that younger employees have higher turnover intention rates than older ones, and younger employees who also experience less job stress than older individuals.

Abhar (2011) Their findings revealed that Managers are less likely to leave their jobs than non-managers, and personal reasons such as transfer, marriage, illness, and retirement are not counted as reasons for leaving.

Workload and turnover intention

Barnes *et al.* (1998) found that a sense of frustration due to time commitments was one of the strongest predictors of faculty turnover intention. Therefore, this study expects that levels of workload is positively associated with turnover intention.

Daly and Dee (2006) ^[42] heavy teaching load may make faculty less committed to the institution.

Nyamubarwa (2013) ^[27] strongly affirm that poor performance, elevated stress levels, decreased commitment, lower job satisfaction and increased turnover intentions are direct consequences of incompetent leadership, and are associated with poor employee motivation and retention. provides evidence that leadership within an organization, especially employees, is greatly influenced when they receive positive information on a regular basis. Give feedback and get recognition. In short, leadership type positively influences the willingness of different employees to leave and stay in an organization.

Xiaoming (2014) ^[38] in their study sought to investigate the Effects of Workload on Burnout and Turnover Intention, and the result of the study stated that Medical staff is forced to leave the work as they bear distinct stress and burnout from workload. Although the tasks themselves are not defined as the problem, as the workload and a lack of autonomy are problematic here.

Ramli *et al.* (2014) ^[30] that academics and lecturers participate in an active way in innovative research work and community services, as academics are responsible for performing various duties. In general, Academics must fulfil essential educational duties and responsibilities as well as non-academic duties such as marketing and administrative duties. All these work tasks can therefore expose scholars to a lot of stress. Overall, stress symptoms were expressed as follows: employees were cynical about their type or workplace, low commitment to the organization, low job satisfaction, and finally fluctuations and intention of turnover intentions.

Organisational factors and turnover intention

Conklin and Desselle (2007) ^[6] confirmed that Faculty members preferred to stay at their respective universities because of the stability of their positions. This is because the academic labour market remains in a protracted recession, in the sense that the influx of new staff to universities is the result of expansion, while the outflow is due to retirement or the transfer of jobs to other sectors of the economy.

Yin-Fah *et al.* (2010) ^[39]. Furthermore, organisational commitment in the turnover process provides a pivotal role in turnover intention and actual turnover.

Candle (2010) ^[5] indicated that a 25% turnover rate is

considered perfectly satisfactory for all companies, whether they are academic institutions or other types of institutions. Candle's study found that the factors that influence faculty turnover fall into three categories: employer-related factors, employee-related factors, and externally-related factors. Additionally, disappointing faculty members move to other positions where they are more perceived as effective team players and better integrated into the organizational environment.

Brewer *et al.* (2012) ^[4] investigated the factors influencing turnover intentions and predictors of turnover based on a price framework in relation to job attitudes and perceptions of working conditions, other perceived employment opportunities, and personal characteristics. The results of this study showed that satisfaction, engagement, job search, and intention to leave are all factors that influence turnover. Jehanzeb, Rasheed, and Rasheed (2013) ^[43] research on Organizational engagement and employee turnover intentions also support a strong inverse relationship. Therefore, we can hypothesize that organizational commitment is negatively related to employee turnover intentions.

Kwon & Rupp (2013) ^[44] also presented a negative correlation between corporate reputation and turnover intentions, especially in high-performing companies in the organization. High awareness of a company's reputation leads to low willingness to leave, and vice versa. Therefore, we can hypothesize that an organization's reputation is negatively related to employee turnover intentions.

Objectives of the study

1. To gain insights into the conceptualisation of employee turnover intention.
2. To explore and highlight the causes of turnover intention in the faculties.
3. To summarise the previous papers and to identify gaps in existing literature.

Methodology

Research Design

The present study is qualitative and exploratory in nature.

Data Collection

The present study is based on secondary data retrieved from various research articles, Journals and ongoing Research papers.

Key Findings

According to Baum and Payea (2013, p.7) ^[3], higher education is a key building block for any society that has an ambition for democracy. The best academic environments for teaching and learning enhance self-confidence, strong social awareness, and project a real sense of responsibility towards the students (Kleitman and Gibson, 2011) ^[45]. The issues of employee turnover have received substantial attention from many human resource managers and organizational theorists (Allen, Bryant, & Vardaman, 2010) ^[2]. Turnover is a curse for institutions (Johnsrud, & Rosser, 2002) ^[15]. Colleges and universities have implemented human resource management strategies that include retaining talented professors (Lawrence *et al.*, 2013) ^[19] as well as searching for new faculty members who best fit the

organization's culture (Ryan, Healy, & Sullivan, 2012) ^[31]. According to a horizons workforce consulting report, about 65 percent of professors have considered leaving their institution and almost 45 percent of those surveyed said they could see themselves leaving academe entirely (English, 2012) ^[10]. Faculty turnover can bring the significant financial and educational consequences for the students, the department, and the institution (Heckert & Farabee, 2006; Kim, Twombly, & Wolf-Wendel, 2012) ^[12, 16]. Outside of the financial costs, the loss of faculty members can bring educational consequences such as discontinuity in institutional research and educational program (Olsen, 1992) ^[28]. Faculty turnover can also lead to morale erosion, commitment loss to the institution, and further turnover (Olsen, 1992) ^[28]. On the other hand, faculty turnover can provide professional advancement opportunity for professors (McKenna & Sikula, 1981) ^[46]. Previous studies show that faculty satisfaction is an important predictor of faculty turnover intention (Caplow and McGee, 1958; Kim, Wolf-Wendel, and Twombly, 2013; Rosser, 2004; Zhou and Volkwein, 2004) ^[47, 48, 49, 40]. Ramli *et al.* (2014) ^[30] stated that turnover intention among lecturers or academics might have negative effects on an educational institution, as well as the students themselves. Additionally, employee turnover might have unfortunate consequences for an entire institution, as it results in heavy costs for most organisations. The negative consequences faced by organisations from employee turnover can be seen from two points of view: the direct cost and the indirect cost. The

direct cost concerns the consumption of an organisation's time and finances in the process of finding, hiring, and training new employees. Meanwhile, the indirect costs concern the expenses incurred whilst new employees are still being sought, as organisations suffer from low productivity that is caused by understaffing that is also due to the inexperience of fresh employees. A high turnover rate of teachers can be costly for academic institutions. Institutions may have to invest in resource building (i.e., offering salary benefits) in order to retain their teaching staff (Akgunduz and Eryilmaz, 2018) ^[1].

Conclusion

Turnover intention varies from individual to individual and from institution to institution. Turnover intention of a faculty depends on various key factors. Turnover intent being a major challenge of an institution must be given priority in order to minimise the turnover intent rate of a faculty. Turnover rate can be classified into two types: pull turnover rate and push turnover rate wherein pull turnover rate happens when an employee is attracted by the offers given by other institutions. On the other hand when an employee feels cheated, faces problems with management, regarding promotion and salary, dissatisfaction from job, it will come under push turnover rate. By reviewing the previous papers it can be concluded that lower level of job satisfaction leads to high level of turnover intention. If employees are satisfied with the current job, they did not intent to leave.

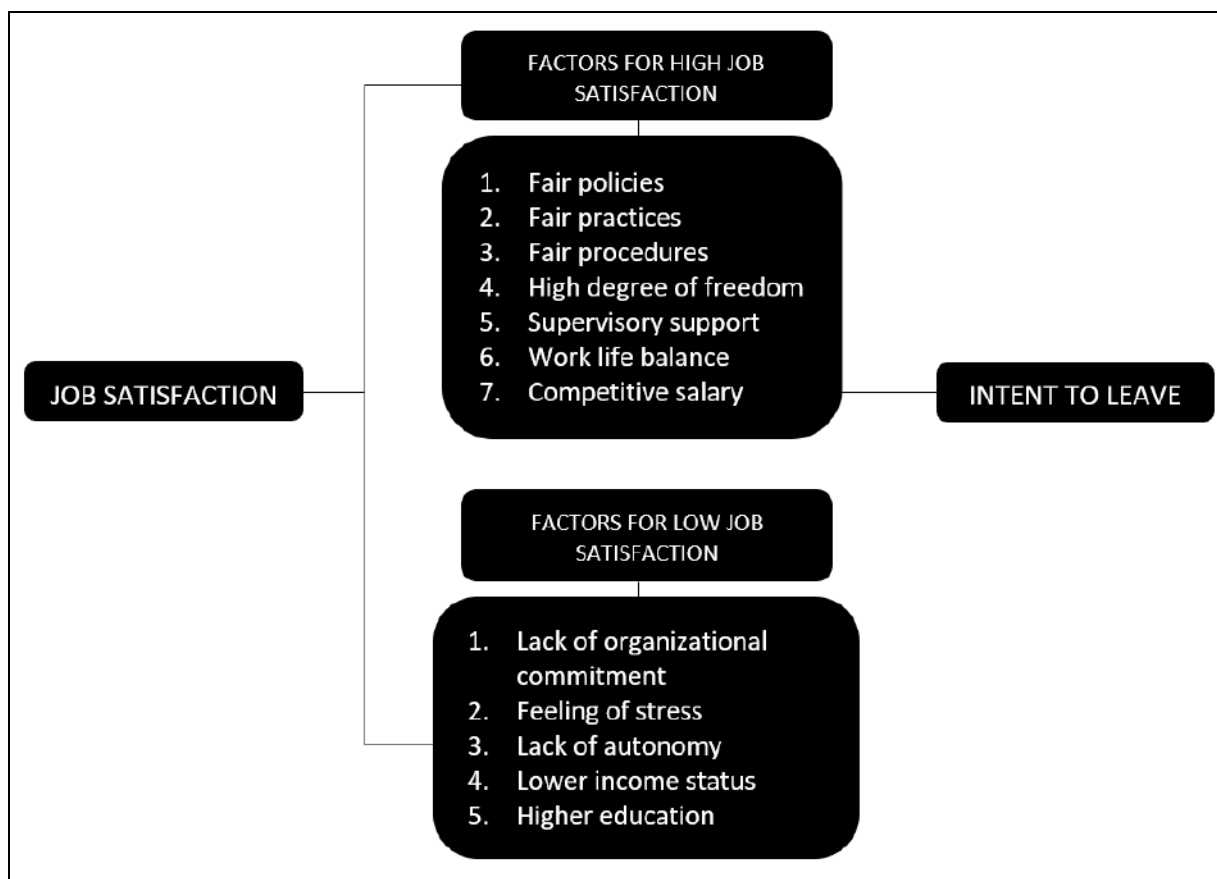


Fig 1: Job satisfaction and turnover intention

Based on figure 1, it can be observed that there are multiple reasons that are responsible for high job satisfaction and on the other side there are factors that which push an employee

towards low job satisfaction and further lead towards an intent to leave.



Fig 2: Individual factors and turnover intention

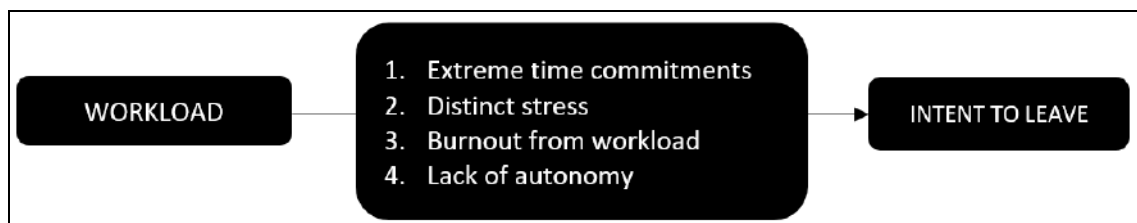


Fig 3: Workload and turnover intention

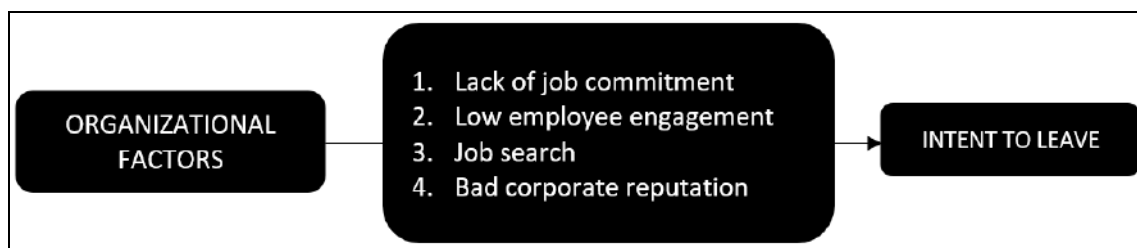


Fig 4: Organisational factors and turnover intention

Based on figure 2, figure 3, and figure 4 it can be observed that there are various key reasons behind intent to leave. It is important to pay special attention on the points mentioned above in order to increase the employee retention level. Based on the reviews it can be concluded that education sector is not a domain area of researchers as compared with the corporate sector and as a result it is given less attention. Turnover intention is supported by endless factors such as organisational commitment, employee engagement, talent management practices, workload, Job satisfaction, work life quality, company's reputation, stress level, policies & procedures. All these factors helps an employee to decide about leaving an organisation.

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