

DETERMINANTS OF TURNOVER INTENTION AMONG FACULTY MEMBERS IN SAUDI PUBLIC UNIVERSITIES

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Abstract

The current research aims to investigate the determinants of turnover intention among faculty members at Saudi public universities. Turnover intention defines the intention of an individual to leave their current position of employment, and these concepts have been shown within previous investigations to be the desired plan by an employee to leave and search for another position. Moreover, turnover intention has been demonstrated to be a proximal antecedent, which exhibits the perceptions and understandings of employees in relation to alternatives for the possibility of jobs. The determinants of turnover intention are divided into three sections: the demographic variables (i.e. age, gender, tenure and position), the organisational variables (i.e. interpersonal relationships, working environment, and payment justice), and individual variables (i.e. organisational commitment and job satisfaction) for faculty members who are working in Saudi public universities.

The current study was conducted in the remit of five public universities within the region of Al-Riyadh in Saudi Arabia (King Saud University, Al-Imam University, Prince Salman University, Al-Mujam'ah University and Shaqraa University. Furthermore, the Statistical Package for the Social Sciences (SPSS) Version 20 was used to analyse the data findings, and the analysis incorporated the generation of statistics in the analysis of the demographics and general profile of the respondents, as well as the frequency distributions that were generated for each demographic and descriptive variables. A regression test was conducted to measure the correlation between individuals, the organisational and demographic variables, and the effectual turnover intention among faculty members.

It was revealed that the most imperative determinant to affect turnover intention was interpersonal relationships, which demonstrated relative importance (70.4). This was then followed by the working environment, job satisfaction, organisational commitment, turnover intention, and the payment justice respectively. Additionally, it was confirmed that no significant impact existed in turnover intention at Saudi Arabian universities from the determinants of age of a faculty member or tenure. Nevertheless, a significant influence of a faculty member's gender and position on turnover intention did exist. However, no significant impact is evident at Saudi Arabian Universities in relation to the interpersonal relationships of faculty members on their overall turnover intention. Similarly, no direct impact exists at the Saudi Arabian Universities between organisational commitment and the turnover intention of faculty members. There is a significant impact at Saudi Arabian Universities from job satisfaction upon the turnover intention of faculty members.

It has been determined that it is becoming integral for all Saudi Arabian academic organisations to adopt the most suitable approaches in order to implement the reduction of turnover intention for faculty members. Universities within the country may be able to reduce the turnover intention of its faculty members through improving its working environment and its payment system, which will ultimately lead an increase in faculty members' job satisfaction. Additionally, within Saudi Arabian universities, the working environment, payment justice, and job satisfaction determine the turnover intention of faculty members. Furthermore, two demographic variables are present within this formulation, which are associated with faculty members' overall turnover intention: gender and their job position.

The researcher recommends that future research is required with the intention to incorporate additional universities in other Saudi districts in order to create a more substantial generalization.

Declaration

This is to certify that the work presented in this thesis is my own work, and the thesis includes no material that has been previously published or submitted for another degree, except where due reference has been indicated in the thesis. I confirm that the word length of thesis does not exceed the maximum word limit that is set by the degree committee.

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Chapter One

1.1 Introduction

The importance of employees to an organisation has been acknowledged for a long time, as they play a pivotal role in creating and maintaining a competitive advantage for their organisations. According to Herzberg (2005), that the issue of attracting and retaining highly qualified employees stems from a managerial perspective that is more important than ever previously. Furthermore, the issue of motivating, keeping, and sustaining employees is considered to be a smart strategy for maintaining organisational performance and carving out a place in the market in the long term, as it invests in the valuable resource of human capital.

As employees are so vital for the functionality of performance, employee turnover is a subject matter that is considered to be one of the most serious obstacles to face organisations. Anca-Ioana (2013) showed that there are certain factors which maximise the significant importance of the employee, such as in the process of changing the world of work, technological development and globalisation. Moreover, employees are at the forefront of business agendas, which ensures an organisation's competitive sustainability. The organisation's competitive advantages are ensured when they pay attention to talented management and guarantee that the right staff members are hired for the right positions, and are developed, well-administered and retained from that point on.

Huang *et al.* (2006) asserted that the practices of human resource management are reflected in the behaviour and attitudes of employees. It is a well-recognised fact that any organisation is only considered to be as successful as its employees are. Employees are an organisation's main source of development and prosperity. Therefore, organisations are obliged to establish and keep long-term relationships with their staff members. This includes recognising employees' intentions to leave, and using preventive methods that forecast factors or causes, to limit them before they occur.

Scholars and researchers have developed a consensus concerning how intentions work, to analyse people's attempts to realise their desires and wishes. Intention is seen

as the prototypical act of willing to execute reliably certain actions in a specific situation that is based on the concept of determination as a response to certain stimuli (Raabe *et al.*, 2007, p.301). Turnover intention is a silent danger that exists in every organisation, regardless of the type or its activities. The educational institution is one such organisation that comes under threat from this danger, when its employees and faculty members are exposed to thinking of leaving their jobs. Turnover intention is described as "the cognitive process of thinking, planning, and desiring to leave a job" (Feng and Angeline, 2010: p. 426).

In regards to faculty members and their intentions to leave their jobs or stay, there are various factors that have direct relationships with turnover intentions. The current endeavour is an effort to address the intentions of employees to leave their employment within the public universities of the Kingdom of Saudi Arabia. It is hoped that this will add to the current research by further describing the factors that cause this phenomenon in academic institutions. Thus, the present study aims to investigate the determinants of turnover intention among faculty members of Saudi Arabian universities, where it will be considered as one of only a handful of studies investigating similar concepts in this sector.

1.1.1 Saudi Higher Education: Issues and Challenges

Higher education institutions are among those organisations that are moving forward to manage the issues associated with globalisation. Hence, with the need to produce workers who can display high performance in any situation, individual performance has become an important issue to public and private institutions of higher learning (Lin, 2013, p. 51). In order to be successful in implementing the mission of creating world-class universities, public and private universities should have employees who are well prepared both physically and mentally, in order to retain them.

According to Baum and Payea (2013, p.7), 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). Thus, The World Bank, Washington, DC (1994) indicated that universities should prepare future leaders, and enhance technical capacities that lead to economic growth. Based on this guidance, developing countries started improving their

universities and other institutions of higher education to offer what was needed for their younger generations to succeed (Vicente-Molina *et al.*, 2013). Furthermore, Connolly *et al.* (2013) concluded that higher education is of paramount importance if economic and social development is to occur. In terms of economics, institutions of higher learning are mainly responsible for providing individuals with the advanced information and capacities needed to enter positions in government, business, and other important professions (Vicente-Molina *et al.*, 2013).

The Ministry of Higher Education of Saudi Arabia was founded in (1975), in order to oversee, organise and plan higher education in the Kingdom, and to prepare students that are specialised in scientific and administrative areas with a view to assisting in accomplishing national development (Ministry of Higher Education, 2013). Basic education was first introduced in Saudi Arabia in 1932. The country's founder at that time, King Abdulaziz Al-Saud, had decided on an extensive programme to build schools in Saudi Arabia in 1951. Six years later, in 1957, the government built 226 schools with 29,887 students (Saudi Embassy in Washington DC, 2013).

It is worth mentioning that, with regards to the situation of higher education in Saudi Arabia, a study was recently issued by the Ministry of Higher Education (2013), in the Kingdom. It defines higher education as an advanced level of study within either the scientific or humanistic schools. Higher education is seen to be diversifying in order to cater for all social classes, not only with traditional schools where students study “on campus”, but also with innovative “off-campus” distance-learning opportunities. Higher education institutions contribute to supporting society by producing precious outputs. Consequently, continuous development for this sector has become an important requirement, since employees and managers in higher education play a significant role in this essential development (AlKahtani, 2013). On the other hand, according to Islam (2013), human capital is the most important element that should be protected by suitable care, using a pathway that supports the achievement of the goals of organisations which are undergoing development. Hence, this means that employees of educational/academic institutions in Saudi Arabia should receive more attention from their managers. In other words, the managers in these institutions have to deal with employees in an intelligent and pragmatic way, which will duly increase their performance.

In relation to the status of education in the Kingdom of Saudi Arabia, Elyas and Picard (2013) stated that, since the discovery of oil, westernised ideals of education have gradually influenced the educational systems in the Kingdom of Saudi Arabia. In particular, they focus on the fields of study that are required by workers in the oil industry.

1.1.2 Saudi Arabia Universities

Recently, many universities that exist throughout the world have witnessed a rapid growth in interest with regards to the higher education sector. Most students who are highly educated come from a higher-income group, which shows the lack of fair access to education. Thus, the need to implement comprehensive reform is widely acknowledged, in order to include most students regardless of their background or income. Accordingly, Salmi and Bassett (2012) have claimed that the presence of equal opportunity for students in enrolment on higher education programs sheds light on the economic efficiency, social justice, and stability of a nation.

In Saudi Arabia, there are approximately 100 public and private universities and colleges. All of these universities and colleges are operated by the Ministry of Higher Education, but have a high level of independence in administrative and academic scopes (Ministry of Higher Education, 2013). The first university is known as King Saud University, which was founded in Riyadh in 1957. Since 2003, the Kingdom has established these universities and colleges with a budget of \$15 billion for 23 million inhabitants (Hussein, 2013). Moreover, admission into Saudi universities is based on the general secondary education certificate, along with ability tests that the National Centre for Measurement and Evaluation prepares. Universities are spread throughout the kingdom to offer the opportunity for all sections of the population to be educated. Saudi universities offer many majors in different fields in order to meet workplace demands for a variety of professions. Additionally, Saudi universities, like all other universities around the world, are working to accommodate special needs students, as well as students who have been recognised as gifted in terms of their educational achievements and successes (Ministry of Higher Education, 2013)

Each of the universities is divided into two parts: a female section, and a male section. Each section runs separately, but the majority of top managerial positions are held by staff members within the male section. Furthermore, the prevailing environment of

the overall university is based on a code of ethics derived from the cultural rituals that have penetrated the higher education system.

According to the Saudi Ministry of Higher Education (MOHE) (2013), the government carried out a project for establishing the University of Prince Nora bent Abd Al Rahman, along with 300 other female-only colleges, in order to facilitate and consolidate the enrolment of females within the higher education sector in the kingdom. A moral tradition emerged in the strict gender segregation of all campuses used during the higher education period in Saudi Arabia (Elyas and Picard, 2012).

Saudi universities are gender-specific, and males attend buildings which females do not attend, and vice versa. MOHE in Saudi Arabia conducted a study that found that there is a difference in the number of male students per professor/instructor compared with females. There are only 16 male students per professor, compared to a ratio of 27 female students per professor/instructor this due to the average numbers of students . This difference is attributed to the rules that prohibit male professors from teaching women, and, in fact, female students must ‘attend’ classes via a television screen if these sessions are delivered by professors who are not female. Thus, the education system is working to fulfil the concepts of justice and equal opportunity for all students whether male or female, rich or poor, or young or old (Ministry of Higher Education, 2013).

1.2 Rational of the Study

Most governments and organisations do not just seek to apply schemes for attracting new staff members. They also strive to value existing employees more, and thus try to decrease staff turnover as much as they possibly can. The majority of models for the justification of turnover intentions suppose that a work environment, and one's personal reaction to the job, have an effect on making a decision to remain in, or to leave a job. According to Pamu (2010), the rate of early leaving from the teaching profession is, approximately, an astonishing 30% among new entrants and, after the fifth year, falling to between 20-30%. Indeed, high employee turnover has become common. Employees' mobility decisions become a critical issue due to downsizing, and consequently long-term organisational commitments have commenced to mostly vanish (Huang *et al.*, 2006).

Despite large numbers of staff leaving, the exit of low performing employees is actually good for organisations. However, the loss of valuable and significant employees from organisations results in the loss of the tacit knowledge owned by those leaving, and these losses have vast impacts on operating costs due to the rising cost of filling vacant positions. Therefore, employee turnover negates the benefits that should have been gained by organisations, especially when they spend scarce resources attracting, selecting, socialising, training, and retaining high performing employees (Amah, 2009).

Generally, there has been some discussion of turnover intention by scholars who have produced theories and models for discussing the issue. Nevertheless, there is a need for an extensive summary of the field. Over the last ten years, the issue of turnover has undergone a wide-ranging theoretical expansion. Staff turnover is now considered a serious issue in the field of human resource management.

Employee intention to leave may also adversely affect an organisation, particularly if the resulting level of turnover is higher than the usual levels. This, in turn, can result in a decrease in customer satisfaction. Furthermore, employee intention to leave is linked with recruitment and selection, employment, the direct costs associated with replacement, with management as well as with pressure on other employees, the loss of social capital, service quality, training, and the indirect costs caused by low morale (Aladwan *et al.*, 2013).

Zopiatis *et al.* (2014) have stated that turnover during the era of globalisation is becoming a persistent issue within every organisational level, whatever the type or size. As a consequence, human resources experts must work on solving this problem by providing training courses and incentives, and by increasing empowerment and motivation in order to increase employees' organisational commitments and job satisfaction, as well as by reducing any job stress employees might subsequently encounter.

From a financial perspective, Nienaber and Masibigiri (2012) demonstrated that the process of employee turnover is followed by negative consequences, such as the hidden, unidentified, uncalculated, and unreported costs from managers' planning. The staffing costs that are associated with the loss of knowledge and the loss of some customer services are very difficult to overcome for organisations. Moreover,

turnover negatively influences the financial profits of an organisation. Previous researchers have estimated that hiring and training a replacement worker costs 50% of that employee's yearly salary, and the expenditure does not stop at that point there (Boushey and Glynn, 2012). Each case of employee turnover in an organisation negatively affects its overall productivity because of the learning curve involved in understanding the tasks associated with both the job and an organisation's strategies.

Recently, the cost of turnover has become an important issue due to it being a substantial drain on the operating profits of an organisation. While turnover cost can be calculated at between 50-100% of an employee's annual costs, this figure does not factor in the value of the tacit knowledge that is owned by leavers. What is more, a high rate of employee turnover is found to result in low productivity, and weak future revenue development (Amah, 2009). Thus, it appears that turnover in general and turnover intentions become critical problems in many organisations and institutions which need support and attention due to its impact on performances cost. In education, the case does not seem to be different from other businesses in terms of the danger of turnover, especially in the field of higher education institutions. Bearing this in mind, it is interesting that hardly any studies have tackled these problems through the lens of Saudi higher education establishments, which generally depend heavily upon their excellent staff members for their development.

According to Harrigan (1997), turnovers of retirees, and other terminations, are a necessity. They are healthy for any institution, and can provide opportunities for change, development and expansion of academic programs or new curricular areas. Nevertheless, a significant rate of employee turnover may result in excessive costs, on top of any costs that are related to employing temporary substitutes until a faculty place can be filled. Invariably, especially at a research institution, the costs of employing a new faculty member can be particularly severe, and there is often a need for laboratory equipment and funding for postgraduate assistants as components of a start-up package.

Due to the significant role of faculty members in the educational system, such individuals are considered as very valuable human capital. Furthermore, they are considered as vital members of a university's team, and, thus, university management must make sure they conform to their behaviours and attitudes. Overall, it is

becoming a necessity for all university leaderships to improve and preserve an efficacious program of total quality management in a work environment that encourages employees and fosters their job satisfaction (AL-Hussami et al., 2011).

The current study will contribute valuable findings with respect to this problem, first by determining the major factors that play a role in turnover intention among faculty members in Saudi universities, and then by considering how these determinants provide a solution, and by making recommendations that can help in reducing unhealthy practices.

1.3 Research Justification and Motivations

Generally, since the turn of the new century, the question of staff turnover has received increased attention in many organizations throughout the world. These industries have all been confronted by this problem at some level of their development. Hence, companies should have a deep interest in their staff turnover rate, as it can have a costly impact on the performance of their business (Zahra *et al.*, 2013). The specific case of how turnover affects higher education institutions is worthy of special consideration.

Invariably, a new faculty member does not know students, and the university community, and as such, the old faculty member leaves their position taking with him/her knowledge about the institution. Along with the unfamiliarity that the new faculty member has with their new environment, they will have to face problems through having little experience, and will exert themselves by trying to solve these new issues. Faculty members might face some problems in adapting to the new policies issued by the new administration. As a result, universities might witness a high level of faculty member turnover, which can be a sign of underlying problems in educational performance that is itself also considered a cause of weak performance of universities in their overall state.

In any case, turnover among the teaching professions is relatively high among faculty members, and this reflects the fact that faculty members retire considerably earlier than other professionals do. The reason for this is the high rate of pensions in teaching professions, as it is true that faculty members' turnover is higher in comparison to other professions. However, the total number of retirees is less than the number of

faculty members leaving the profession for other defined reasons (Harris and Adams (2007).

As Ramli *et al.* (2014) have stated, academics are considered as guardians, disseminators, and creators of new knowledge. For instance, Malaysia, along with other nations, put a high premium on the academic sector, due to the anticipation that Malaysia will be a regional centre for international higher education, particularly in private higher education. Consequently, staff members' work under pressurised and stressful conditions which prompt them to intend to leave or actually leave. Such cases of turnover have a dangerous impact on both the institution and the students, whether directly or indirectly. Furthermore, Long *et al.* (2014, p.99-100) believe that it is not easy to make organisations change, without shielding the existing employees from attractive job opportunities and recruitment efforts from elsewhere. It has been suggested that the old HR management strategy of minimising overall employee turnover requirements must be replaced with a strategy of influencing those who decide to leave, as well as when they do.

Miller (2013) has indicated that around 20% of public faculty members in the United States leave their positions annually and, consequently, student performance will be affected by principal turnover, the results of have previous study indicated that student achievement increased significantly following the appointment of new faculty members. Faculty members and students within a university, where principal turnover had taken place, perform poorly during the time of principal transition. Harris and Adams (2007) pointed out that faculty member turnover is typically high, and that this is seen as a sign of failure in the education system. Turnover behaviour has become increasingly important in debates about the teaching profession in the United States. This behaviour leads to a decrease in the number of faculty members available to a university, and the quality of faculty members is also influenced, especially if the most competent and qualified faculty members are those who are most likely to leave.

Turnover intention and actual turnover today have become increasingly complex. Hence, it is important to understand turnover intention as early as possible in order to allow a planning team to implement preventative actions. Furthermore, an employee's intention to leave may direct the attention of an organisation's management to low morale, unsatisfactory employment practices, poor indemnity, and poor benefits and

working conditions. Therefore, employee intention to leave can help management to assess the appropriateness of their management policies, their organisation's structure, and human resource management, as well as its own schemes for retention (Aladwan *et al.*, 2013).

Staff members within any organisation are considered an essential building block that requires more and more attention and care. Therefore, organisations have to realize that the previous success of the employee's performance is not the most significant factor in assessing them, but, rather, what counts is how he or she will develop in the future (Bergiel *et al.*, 2009). Additionally, organisations should take care of their employees in terms of their personal and organisational progress by helping them to excel on their career path. This should encourage faculty members to exhibit higher productivity and engagement, and make them less likely to leave the organisation (Woodruffe, 2006). It is worth mentioning that the level of dissatisfaction is reflected by the rate of intent to leave, where this is considered as an essential factor for organisational prosperity and success (Mbah and Ikemefuna, 2012).

Factors that affect employee/instructor turnover intention and actual turnover today have become increasingly complex. For this reason, the main goal of the current study has been to identify the causes and stimulators that govern employee turnover intention, which then leads to actual turnover. All this attention towards turnover intention is attributed to the psychological, organisational, and economic dimensions of faculty members and academic institutions. The most important cited factors that motivate faculty members to stay with their current institutions are job satisfaction, the nature of the job, equity in payment, payment that meets their expectations, autonomy, and career advancement (Boeve, 2007; Ng'ethe Iravo and Namusonge, 2012; Seniwoliba, 2013).

In conclusion, this research rationale and its significance stem from the importance of the topic and its impacts on an organisation in general. Moreover, the impact of the current research is related to its investigation of the issues associated with higher education institutions in Saudi Arabia, where most of the former studies focus on commercial companies and organisations in general. In other words, the originality of this study lies in the fact that it specifically deals with higher education institutions

and, as such, will be considered as one of the only works to be analysing and evaluating within this area.

1.4 Research Focus

The present research concentrates on the determinants of turnover intention among faculty members at Saudi Arabian universities, and attempts to understand the phenomenon of the intention to quit among faculty members, and the factors that impact on the employees' thoughts about leaving their organisations. However, this study focuses on turnover intention rather than on the actual turnover, because the employee's intent to leave is considered to be one of the most significant indicators of actual turnover, and there is predictive power associated with this. Thus, it is important to investigate the determinants that affect turnover intention which drive employees to actual turnover.

The behaviour of turnover and turnover intention is one of the most researched phenomena in the field of organizational behaviour. In the current study, the focus has been on staff members who intend to leave, instead of focusing on staff members who enter the institution. Furthermore, the research intends to examine the indicative significance and complexity of the issue according to the employee and the organization. The existing models concerning the occurrence of turnover intention describe factors and moderators which trigger an employees (in the current study, the faculty member) intention to leave or have turnover intention.

1.5 Research Aim and Objectives

The aim of the current study is to investigate the determinants of turnover intention among faculty members at Saudi public universities. From this aim, the following objectives are derived:

1. To evaluate the current situation of turnover intention among faculty members in Saudi universities.
2. Providing the Saudi universities with a critical evolution related to employees' turnover intention with an aim to improve its working environments to reduce turnover intention among faculty members.

3. Critically analyse the effects of demographic variables, organisational factors, and personal factors on faculty members' turnover intention.

1.6 Research Questions Sub-Questions

Main Question

What are the determinants of turnover intention among faculty members of Saudi universities?

Sub-Questions

1. What is the status of turnover intention among faculty members at Saudi universities?
2. What are the demographic variables that affect a faculty member's turnover intention?
3. What are the organisational factors that affect a faculty member's turnover intention?
4. What are the personal factors that affect a faculty member's turnover intention?

1.7 Research Scope

Job mobility in the Saudi Arabian academic labour market, turnover has become an important phenomenon in the field of human resources. As turnover leads to both good and bad effects, it needs to be detected and monitored from an early stage. Indeed, preventing future incidences of a staff member quitting can be understood through examining turnover intention (Alshanbri et al., 2015). Thus, the aim of this research is to clarify the determinants of turnover intention among faculty members at Saudi universities in the Al-Riyadh region, and to analyse the effects of various factors regarding turnover intention.

This research discusses the faculty members' turnover intention, as well as the determinants that drive them to take those decisions in Saudi Arabian universities. Moreover, the research intends to scrutinize the indicative significance and complexity of the issues according to the employee, and the organisation itself. Therefore, the researcher distributes a questionnaire to a range of faculty members in order to be able to answer questions that are related to faculty member turnover intention in accordance with factors that affect it.

1.8 Conclusion

The wellbeing of a university depends on its ability to recruit and retain a talented pool of professors. National wellbeing depends on our ability to develop a happy, emotionally healthy, and productive generation of students (Hagedorn, 2000, p. 5). Therefore, instructors who have intentions to leave are a concern to administrators because these turnover intentions may eventually cause them to actually leave the profession, which may lead to resources being wasted on teacher training. Thus, the purpose of this current study has been to examine the determinants of turnover intention among faculty members at Saudi universities.

The problem of the intention to leave is often studied in the field of management due to its negative effects on working environments and organisational performances. Indeed, the faculty members' intention to leave may also adversely affect universities, particularly if the resulting level of turnover is higher than usual levels. Higher turnover rates for minority faculty members, such as women, can indicate problems inside the university, for example in regards to issues of equity in salaries, the education process, or the overall work climate. Therefore, there is a need to help Saudi Arabian universities to improve their working environments and reduce turnover intention among faculty members. Turnover issues among faculty member are common nationwide, and are wide-ranging. This research and other turnover studies should not be viewed as a way to stop turnover permanently, but they do represent a way of encouraging institutions to enhance the reputation of their staff, to create a healthier university environment, and to reduce the cost of losses for both faculty members and the university. It must also be accepted that even if good practice is introduced by management in institutions, some faculty members will eventually leave anyway, which is present even in spite of receiving high internal and external benefits in their employment. These losses may occur for many reasons such as good alternative offers, family reasons, and others.

Subsequently, a literature review of the phenomenon of turnover intention and actual turnover, and some of the turnover process models is presented in the following chapter.

Chapter Two: Literature Review

2.1 Introduction

The importance of employees to an organisation has been known for a substantial amount of time. They play a pivotal role in creating and maintaining a competitive advantage for their organisations. According to Mbah and Ikemefuna (2012), the issue of attracting and retaining highly qualified employees is seen from managerial perspectives more so than ever before.

For this reason, employee turnover as a subject matter is considered to be one of the most serious obstacles in organisations because of the important position of employees within companies. Anca-Ioana (2013) has shown that there are some factors which heighten the significant status of the employee, and these factors concern the changing world of work, technological development, and globalisation. Moreover, employees are at the forefront of business agendas, which aim to ensure an organisation's competitive sustainability. Organisations and companies are paying increased attention to the search for talented management to guarantee that the right staff members are hired for the right positions, and are developed, well-administered and retained. After all, this ensures that an organisation's competitive advantage.

Furthermore, as asserted by Kehoe and Wright (2013), the practices of human resource management are reflected in the behaviour and attitude of employees; any given organisation can only be considered as successful through the definition of its functioning employees. Invariably, employees are an organisation's main source of development and prosperity. Therefore, organisations are obliged to establish and cultivate long-term relationships with their staff members.

In essence, as stated by Greaves *et al.* (2013), intention is defined according to the Theory of Reasoned Action and the Theory of Planned Behaviour. As stated by Greaves *et al.* (2013) and Arnold *et al.* (2006), intention is defined as the amount of effort that an individual exerts to fulfil particular goal/s, as well as a behavioural plans that enable the achievement of behavioural objectives. Furthermore, intention can be thought of as the result of a prompted process that requires time, occurs in a liberating manner, and is relatively stable across a one-year period of time.

Scholars and researchers have reached a consensus on how intentions work in order to analyse people's attempts to realise their desires and wishes. Intentions are perceived as the prototypical act of willing to execute reliably certain actions in a specific situation that is based on the concept of determination as a response to certain stimuli (Gollwitzer, 1993; Khan *et al.*, 2014; Arnold *et al.*, 2006).

Concerning employees and their intentions to leave their jobs or stay, employees' turnover hinders high levels of productivity and efficiency in all organisations. There are various factors that have direct relationships with employees' turnover intentions, in either academic or other types of organisations. Indeed, a convincing body of evidence is set out in detail within the literature review.

Khan *et al.* (2014) stated that the higher the turnover rate, the greater the increase in the costs of training, recruitment, experience socialisation at the expense of institutions. Many researchers consider turnover a crucial issue for institutions and prefer 'friendly work life policies' to reduce turnover (Yu, 2008; Khan *et al.*, 2014). Nowadays, some institutions are more aware of preserving the work-life balance and provide friendly policies accordingly (Khan *et al.*, 2014).

The current endeavour through the present investigation is an effort to address the turnover intentions of employees within the public universities within the Kingdom of Saudi Arabia (KSA), thereby enriching the body of research with knowledge about the factors that cause this phenomenon in academic institutions. The theoretical framework for this literature review has been designed through the process of keeping in mind existing research by a host of scholars. The literature review also addresses theoretical evidence that clarifies the phenomenon of turnover intention and actual turnover, and some of the key turnover process models. Furthermore, this study also analyses the effects of various factors on turnover intention.

Previous related studies of employee turnover with professions other than academia and the teaching stream are also examined in the present research. The researcher addresses the issue of turnover and turnover intention using the term 'employee', taken from the wording of the studies cited. The literature review uses the term 'employee' for the sake of generality, since there are some shared bodies of information among professions, academic and non-academic, even though the thesis concentrates on lecturer turnover, its motivating factors, and consequences.

2.2 Employee Turnover

No organisation or employer can guarantee any of their employees' employment. However, organisations seek to offer reasonable opportunities to employees, to build their capacities and skills in the marketplace. These will sometimes enable them to find another job alternative in more favourable circumstances, or in cases of job loss or job insecurity, as noted by Long et al. (2012a). Subsequently, it can be said that employee turnover is a normal phenomenon which might occur either from the request of the employee or the employer, and the following literature explains this point more specifically.

Even though there has been research into the significance of turnover from scholars and researchers who have produced previously related theories and models, there is a need for an extensive analysis of the field. Within the period of time through the last decade, the issue of turnover has witnessed significant theoretical expansion. Staff turnover has been considered a serious problem, and more recently in the field of human resource management. A thorough debate on turnover has been circulating in the arena of research concerning organisations and management in general, and concerning turnover in particular. This can be built upon to address the more specific questions proposed by this present study.

Rahman and Nas (2013) have defined turnover as an employee that permanently leaves the boundary of the organisation. Furthermore, this study has found that skill acquisition, career advancement, and recognition of performance stimulate organisational retention and commitment. It is important to note that organisations attempt to employ the right staff, to improve their skills and capacities through training and skills acquisition, and support them in order to positively influence an organisation as a whole. According to Suzuki (2007), employee turnover is a ratio of the number of employees that a company must replace in certain periods of time. Suzuki employed a formula to measure the ratio of staff turnover, which is as follows:

*Labour turnover = (number of staff leaving per year/average numbers employed during a year) * 100*

Urbancov and Linhartov (2011) defined turnover as a type of intercompany mobility in which another organisation may benefit from an employee and gain new

knowledge. In this regard, it can be considered a transfer of employees from an organisation to one of its competitive rivals. The result of the study by Nienaber and Masibigiri (2012) on employee turnover, which was researched extensively in the USA, Australia, and the UK, speaks of employee turnover in terms of voluntary turnover. Voluntary turnover is described as the unplanned loss of employees who leave the company, when employers would prefer to keep them. Moreover, voluntary turnover has two main types: avoidable or unavoidable. The avoidable type is preventable as it is represented by a change in place of employment, or by early retirement. Meanwhile, the unavoidable (unpreventable) type involves factors which cannot be controlled, such as the death of an employee. This research focuses on avoidable voluntary turnover, the factors causing it, and measures adopted to prevent it.

Meanwhile, on the other hand, Lee *et al.* (2006) have argued that turnover measurement is problematic in essence. There is no agreement on what is voluntary turnover, since it depends on the individual responses into the reasons why an employee might leave his or her workplace. Voluntary employee turnover concerns situations where an employee has the physical opportunity to continue working with the same organisation at the time of termination. Hence, the employee is not headed for termination. As companies have no intention to terminate staff in these cases, it must be that voluntary employee turnover cases concern other factors, such as non-mandatory retirement, family resettlement, or the possibility to leave for a better job offer.

Kaplan and Minton (2012) have addressed two different types of turnover: internal and external. Internal (standard) turnover is the turnover associated with an organisation's board of directors, which is related to three distinct elements from the firm's total stock performance. Turnover is sensitive to the stock performance of a company relative to its sector or field, and the stock performance of a particular field or sector is also related to the stock market, as well as to the performance of the stock market overall.

On the other hand, external turnover is turnover which occurs due to a merger or bankruptcy. In most regression specifications that is not related to stock performance,

since the takeovers are not distributed according to disciplines (Kaplan and Minton, 2012).

In contrast, Kim (2014) suggests that the definition of turnover can be thought of as the process of a withdrawal decision in a sequence of psychological steps: (1) evaluation of the job, (2) experience of job dissatisfaction, (3) thinking of leaving, (4) evaluation of expected utility of search and cost of leaving, intention to search for alternatives, (5) evaluation of alternatives, comparison of alternatives, (6) evaluation of alternatives, (7) comparison of alternatives with the current job, (8) intention to leave/stay, and, (9) leave/stay.

Ng *et al.* (2007) have argued that the behaviour of individuals who adjust to new positions where they feel comfortable with their current jobs is called job mobility, a type of turnover behaviour which can be divided into various types. Overall, there are thirteen types of job mobility emerging from three main mobility dimensions, as Figure 2.1 shows. It is worth mentioning that external job mobility might take place within one occupation, or across a range of occupations, as people can, and invariably do, change professions. Nonetheless, turnover that occurs within the same type of employment is more likely to become the more important in terms of individuals' careers. It should be noted that it is typically the more qualified employees, managers, and professionals who increasingly occupy a larger share of the labour market, and it is advisable that one studies their mobility experiences rather than those of less qualified or unqualified workers.

As Figure 2.1 below shows, the types of job mobility are in various stages (Ng *et al.*, 2007). Firstly, Internal-upward Mobility, which refers to job changes, such as promotions within the same organisation. Secondly, there is internal lateral mobility, which refers to job changes within the same organisation and at the same hierarchical level. Thirdly, there is an external-upward mobility, which concerns job changes that are characterised as promotions but with different employers. Fourth, there is an external lateral mobility, which refers to one accepting a job at the same hierarchical level but with a different employer. Fifthly, there is internal downward mobility, and this refers to a reduction in rank or status within the same organisation. Indeed, it has been said that downsizing is more common in the current work environment and employees might accept a reduction in rank or status in exchange for continued

employment. Finally, there is external-downward mobility, which involves a change of employers, as well as working at a lower hierarchical level.

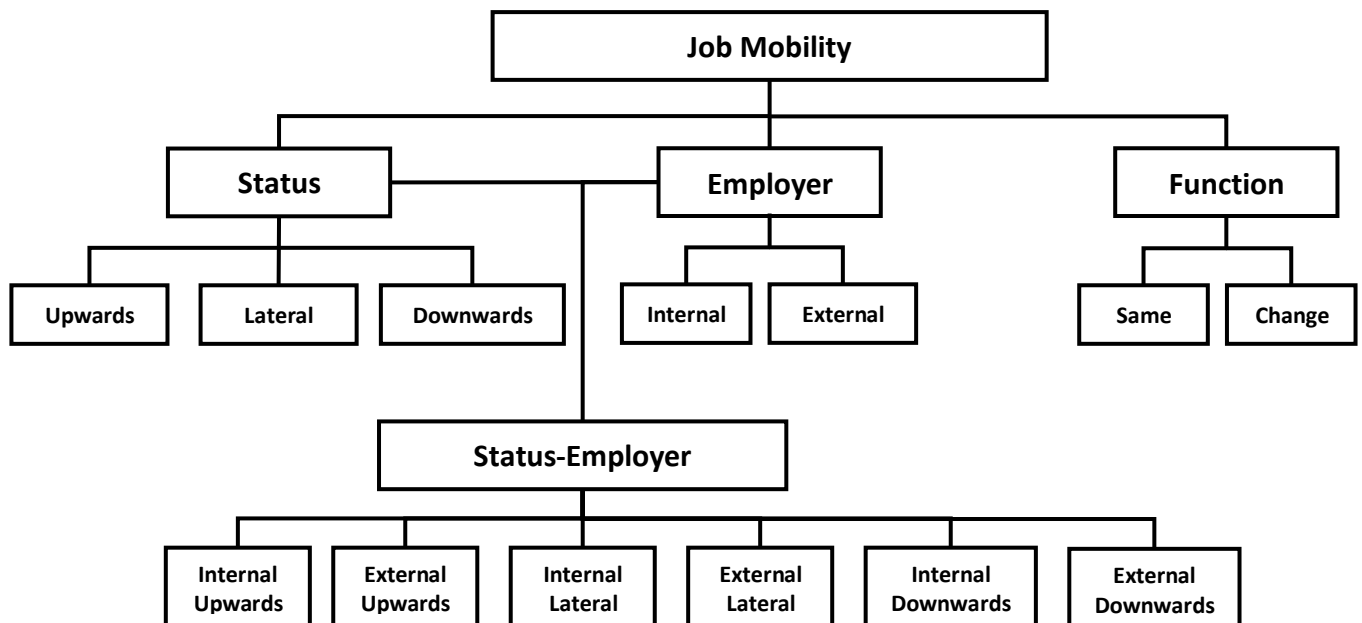


Figure 2. 1: Shows the types of job mobility

In contrast, an explanation of employee turnover is provided by Borghans and Golsteyn (2012), who indicated that moving between jobs might be motivated by various diverse factors. Employee turnover or job mobility might be classified as substantial or minor job-to-job moves. It can be stated that individuals may move from one job into another alternative within the same field. Meanwhile, some employees might move into another type of profession altogether. Another distinction may be made between voluntary and involuntary job employment. This distinction refers to employees who might change their occupation because they anticipate that they will be fired, laid off or discharged in the near future.

Alternately, Mincer and Jovanovic (1981); Borghans and Golsteyn (2012) do not differentiate between voluntary and involuntary turnover. However, a variety of previous researchers have demonstrated that voluntary and involuntary job mobility influences the cumulative salary system in different ways. Some of the involuntary reasons are exemplified by the following circumstances: closing a company, discharging, firing an employee or leaving off employees. The reasons for voluntary

turnover are represented in cases when employees leave to take another job, become pregnant, or when an employee leaves for their own personal reason.

It is worth noting that Mbah and Ikemefuna (2012) highlighted another kind of employee turnover that is based upon the direction of mobility, whether within departments of one organisation, or into a totally new organisation. The former is called internal, where an employee leaves his or her current assignments and assumes new responsibilities within the same organisation; the second one is termed external, where the employee moves into a different organisation, either assuming the same roles or different ones. Moreover, Mowday *et al.* (2013) have indicated that the term "turnover" is used to mean voluntary termination of the membership of an organisation by an employee.

Liljegren and Ekberg (2009) on the other hand, defined job mobility in the same way as turnover; as a change of workplace, and the '*Intention to leave*' is addressed as a sign and an indicator of mobility as a substitute for actual turnover behaviour. A variety of previous studies (Murrells 2008; Liljegren and Ekberg 2009) have examined the predictive associations between turnover intentions / actual turnover behaviour, and their determinants or factors (e.g. attitudes, norms, behavioural control, and alternative job opportunities). Moreover, the Liljegren and Ekberg study confirmed that not every employee who expresses a strong turnover intention at a specific point in time will carry out this intention in terms of actual turnover behaviour. Turnover should be studied as a process that comprises of various mediating factors, instead of studying turnover and intentions as a single event, which enables clarification on all the stages in the turnover process.

A study by Lee *et al.* (2006) examined the impacts of four kinds of benefit plans on employee turnover at firm level in the Taiwanese manufacturing industry. The following benefits were addressed in the study: retirement funds, pensions, severance pay and fringe benefits. With respect to a firm's employee turnover rate, the results of the study revealed that retirement fund and fringe benefits are negative, while severance plans are significantly positive. Furthermore, it was found that the influence of pension plans is negatively related to employee turnover in larger or more highly educated companies, but that this is positive for companies and organisations with a lower educational level. Finally, the study found that firm size is also negatively

related to employee turnover, and that employee educational levels are positively correlated with employee turnover behaviour.

According to Morrell *et al.* (2004), organisations that invest in their staff members are able to build a reputation for valuing and improving their employees, and for retaining the best minds on the market. Where there are advantages for employee maintenance, one significant advantage is that maintenance leads to a more competent workforce, and a second key advantage is that costs associated with absenteeism and high turnover are reduced. Woodruffe (2006) has added that organisations that take care of their employees and their personal / organisational progress assist them in excelling on their career paths. Consequently, employee productivity and engagement will be increased, and workers are less likely to leave a company.

A research paper by Kye (2008) addressed job mobility within the labour market since the 1997 economic crisis in Korea. That crisis required an intervention by the International Monetary Fund (IMF) and had deep and severe consequences for the Korean labour markets, as the result was a high instance of job instability. The high levels of employee turnover in Korea are analysed by concentrating on structural change in labour markets, and these major findings of the study indicated various factors. Firstly, internal labour markets decreased between 1998 and 2000. Secondly, it was found that the effects of job stability in the internal labour market on employee turnover vanished within the same time period. Thirdly, the degree that internal labour markets influence job mobility depends on the level of structural change. Invariantly, the effect of the internal labour market on job mobility is characterised as being strong in conflict, disorder, or confusion, and within contracting industries, but this effect became weaker at that specific time.

There are various theories, such as the “*Two factor theory*” and *Herzberg's theory*, that explain the reasons behind the tendency of employees to leave employment. One of these stems from a two-factor theory that links employee turnover and job satisfaction, which is called the *prime generator of Motivation-hygiene theory* (Lin et al., 2015),, also known as “*Two factor theory*”. It has proposed that job satisfaction is positively correlated with job performance levels. There are various factors that contribute to job satisfaction, all of which are motivation and hygiene factors on this view. Job satisfaction is regarded to be the consequence of achievement, recognition

(verbal and non-verbal), tasks and responsibilities, company policy, administrative practices, supervision, interpersonal relations, physical working conditions, job security, benefits and salary.

Nyamubarwa (2013) has critically analysed Herzberg's theory, and Nyamubarwa argues it views strict employee supervision as an extrinsic factor and a "dissatisfier" as much as a "demotivator". The positive attitude of the supervisor towards subordinate employees enhances the attitudes of his or her employees towards their job, the manager, and the organisation as a whole. Consequently, employees build intrinsic motivation and a strong rapport between intrinsic and extrinsic motivation. As result, the theorists agree with each other that there is a positive relationship between job satisfaction and performance levels, which means that a higher level of job satisfaction leads to a stronger tendency to stay in the organisation.

Khatri *et al.*, (2001) conducted a study in Singapore that focused on the concern of the effects in relation to various categories of job satisfaction on turnover intention. Their categories are as follows: supervision, company identity, type of job, working conditions, financial rewards, and career prospects. That particular study indicated that turnover intention in Singaporean companies related to job-hopping attitudes, procedural justice and organisational commitment.

Since all of the above mentioned factors can both serve to diminish job dissatisfaction and to increase job satisfaction, managements should redirect their aim and begin focusing their efforts on motivation factors. Lin et al. (2015), the prime generator of Motivation-hygiene theory pointed out that employees, lecturers or otherwise, stay in their position provided that their needs and requirements are satisfied, and provided that they are well-motivated. Nonetheless, once their income does not meet their expectations, they will become dissatisfied, and may subsequently leave for better employment opportunities that fulfil their expectations. Mbah and Ikemefuna (2012) found that extrinsic factors such as salary and supervision, which Herzber duly named as 'demotivators', do not improve job satisfaction. However, intrinsic factors such as achievement, recognition, personal advancement, and autonomy stimulate job performance, and that does improve job satisfaction, which in turn is reflected positively in employee turnover. This demonstrates that those 'demotivators' create barely any positive effects on employees' turnover intentions.

In addition, another theory that has been integrated is the 'Expectancy Theory', which examined the relationship between job satisfaction and organisational attainment and commitment. This was developed by Noe et al. (2014), and states that when employees are able to choose autonomously, they choose the option that guarantees the greatest reward. In general, individuals' beliefs are based on their past experiences, self-confidence, and/or goal achievement. Moreover, there are three major elements on which the theory stands, which are: expectancy, instrumentality, and valence. Expectancy stands for a great deal of effort made by the employee, where they expect to be rewarded as the effort put into the work demands. If employees feel that the efforts made are fruitless, their productivity will decline as a result. As far as instrumentality is concerned, it depends on trust and company policies. Once an employee works hard, the outcomes that are expected are in the form of a salary increase or promotion, or, often, in the form of recognition. The third element is valence, which refers to the value an individual places on an event or outcome in terms of the overall company. Thus, employees must be rewarded in forms that match their expectations, as they will become poorly motivated once those rewards have a low valence. Based on this assumption, employees are unlikely to leave their positions when they are aware that their performance is measured, evaluated, and rewarded positively. Contrastingly, when these factors are not met, they become likely not to stay.

Unsurprisingly, it has been argued that there are various causes that lead employees to leave their jobs. . Dwivedi (2013) has indicated that actual turnover and turnover intention arise from various factors, including relational perspectives (i.e. network centrality, perceived colleague support, interpersonal relationship behaviour), job attitudes (i.e. job satisfaction and organisational commitment), and integrative behavioural criteria (i.e. performance, lateness, absence, intent to leave, and job embeddedness).

Job satisfaction is directly related to employee turnover intention. Lee *et al.* (2012) stated that the causes that influence job satisfaction are sophisticated and intertwined with one another. The factors most commonly mentioned are factors that relate to the work environment, and those related to interpersonal relationships. Shapira-Lishchinsky (2012) pointed out that job satisfaction (among lecturers and other employees) is defined as the emotional attitudes and affective attachment that results

from the judgment of whether one's job matches the value that one expects from the job itself. This might mean the job in its entirety, or relate to one single aspect, such as interpersonal environment, leadership style, or salary. Job satisfaction is thus an important predictor of the future in regards of staying or leaving.

Van der Heijden *et al.*, (2009) stated that job satisfaction is composed of different determinants that influence the employee's decision to leave or stay. These determinants concern autonomy (i.e. the state of being self-governed at work), and the level of freedom that an employee has to feel in order to conduct the roles and responsibilities assigned to him/her. In general, autonomy has a positive impact on job satisfaction, and consequently, a lack of autonomy will be reflected negatively in the level of turnover intention, the nature of a job, and supervision.

Additionally, Tian-Foreman (2009) affirmed that job satisfaction refers to the degree of satisfied/dissatisfied needs that stem from the previous job experiences of an employee. Thus, organisational aspirations are met through the abilities of employees who fulfil the goals and achieve the aims that the company is eager to attain. On the contrary, unqualified employees who are incapable of achieving the needs of a company will be dissatisfied. This is because their levels of financial and verbal reward, compensation or recognition will match the amount of effort exerted to achieve their tasks. If their level is naturally lower, their rewards will be correspondingly low, and thus unattractive. As a result, lower levels of dissatisfaction will have a negative impact on rates of *intent to leave*, as shown by the study by Mbah and Ikemefuna (2012), which was conducted at Total Nigeria PLC in Lagos State.

The organisation followed a standard payment structure, promoted a favourable job nature, and encouraged cooperative supervision that elevated the level of job satisfaction which, in turn, would reduce employee turnover and increase the company's degree of retention. Thus, job satisfaction is clearly an essential factor in organisational prosperity and success.

Correspondingly, Shapira-Lishchinsky (2012) declared that rates of absenteeism are consistently and negatively associated with job satisfaction. Thus, it is detrimental that employee performance is correlated negatively with job satisfaction. As a result, if employees are not adequately rewarded both verbally and in financial terms, they will attend work less and less, or even leave. Additionally, a larger sized organisation

offers their employees better opportunities for development and higher salary levels. Hence, increased organisational commitment and attachment should have increased positive consequences (Gozukara and Yildirim, 2015).

It has been argued that another factor that is considered to be integral to the process, according to Aladwan *et al.* (2013), is the educational attainment of employees. This contributes positively to their turnover rate, whether they are old, illiterate, or do not hold any certificate or educational qualifications. Indeed, those who are concerned in this manner typically master their job or craft, get promoted within the hierarchical rank of the organisation and do not leave their post.

Moncarz *et al.*, (2009) suggested one more factor that influences employee turnover, which is employee involvement in decision-making, aim setting, and team working. Being involved in these activities facilitates heightened feelings of job satisfaction, and will reduce employee turnover rates. Moreover, that particular research focused on quality management that facilitated productivity gains, which subsequently resulted in a positive influence on organisational motivation and commitment.

An article by Borghans and Golsteyn (2012) aimed to investigate job mobility patterns in European countries, Japan, and the United States. The reason for conducting such research was to reply to the claim that job mobility in the United States had been higher than job mobility in Europe, and that job mobility in Japan had been mostly absent from practice. Nonetheless, this is a difficult task, as studies that empirically examine job mobility outside the United States are unfortunately sporadic, and it is hard to make comparisons between different countries, in part due to differences in data sources. Despite the challenge, the researchers carried out a uniquely consistent study of a dataset concerning college graduates' job experiences during the first three years following graduation. The data was gathered from eleven European countries, and from Japan, and the results were compared with college graduates' job experiences during the first three years post-graduation in the United States. Invariably, the findings indicated that college graduates hold almost 1.6 employment positions during the first three years following their graduation in the European countries. Specifically, it was noted that there are large differences in average employee turnover within Europe as a complete continent. For instance, in Norway and the Netherlands, college graduates hold the equivalent of virtually half a

job more than those in France, Sweden and Germany. Meanwhile, the employee turnover average reached almost 1.4 jobs in Japan during the first three years after graduation.

Additionally, the research in the field of employee turnover is considered voluminous, and various empirical studies in organisational behaviour have concentrated on the personal and organisational precursors of turnover, paying little heed to the effects of Human Resource Management (HRM) practices on the behaviour of actual employee turnover or turnover intent at the studied organisations. Nyamubarwa (2013) has affirmed that it is much better to examine the turnover intention of employees and take remedial action in time than to address this behaviour following its actual occurrence. In fact, previous related studies have found and revealed that effective HRM initiatives improve employee retention, and enhance worker performance. Once HR teams pay attention to the main initiative that an organisation requires in order to reduce turnover, they consequently increase employee retention (Bergiel *et al.*, 2009):

- (1) Organisational mission, goals, and direction,
- (2) Collaborative culture and communication,
- (3) Work environment and job design,
- (4) Employment and promotions,
- (5) Client's priorities,
- (6) Offering training courses,
- (7) Employee recognition, financial rewards, and compensation,
- (8) Employee performance, assessment, and advancement,
- (9) Leadership and human resource management membership.

Khatri *et al.* (2001) highlighted that there are reports in the popular press that emphasise the costs and cases of cessation related to turnover within organisations or companies, and that these reports suggest these issues perpetuate without reduction in intensity or strength. These reports aim to find solutions to these issues, which are of a great concern, as the problem of turnover has become imperative even at the national level and has been considered serious enough to be brought up in government discussions. In particular, foreign investors and manufacturers in Singapore and other Asian countries are concerned about the rate of *job-hopping* (one type of turnover).

Turnover among academic staff has various factors and determinants. One specific study by Miller (2013) has indicated that around 20% of public school principals in the United States leave their positions annually, and that most educational institutions are headed by principals with fewer than ten years. Accordingly, student performance will be affected by principal turnover. The phenomenon of principal turnover is common nationwide and is particularly widespread, especially in low performing schools which are located in high poverty communities. Due to all these negative consequences of principal turnover for an academic institution as a whole, specifically with respect to poor students, there is a need to shed more light on lecturers or principal turnover, and how changes in school leadership might have detrimental effects on students and their performances. Indeed, a new principal is not capable to know students, lecturers, and the school community, as the previous principal will have left their position and taken the knowledge in relation to the institution with them.

Along with the unfamiliarity of new principals with the new educational environment, they may be forced to address problems whilst possessing experience of them. Lecturers might face issues in adapting to the new policies issued by the new administration. As a result, schools might witness high levels of lecturer turnover, which can be a sign of underlying problems in school performance generally. Miller also took the view that principal turnover causes a decline in student performance and brings the standards of scientific achievement down. These achievements can continue to fall for two years, not only because of frequent principal turnover, but also following the installation of a new principal, which can cause fluctuations in the overall performance of all concerned parties.

Increases in student achievement following a principal transition may reflect mean reversion rather than a positive effect of principal turnover. The result of Miller's (2013) study demonstrated that student achievement increased significantly following the appointment of a new form of administration. Finally, lecturers and students within a school where principal turnover took place would perform poorly during the time of principal transition.

Gates *et al.*, (2006) indicated that one of the measures that has been carried out to improve the performance of students within their academic institutions, especially in

schools, has been to stimulate and boost the institution's ability to attract and retain well qualified and competent principals and lecturers. Gates *et al.* (2006) demonstrated that there is an existential relationship between racial characteristics and lecturer turnover/intention at the district level. On the other hand, other studies challenge the concept that there is a relationship between racial characteristics and lecturer turnover intention at district level. One such study is through Johnson *et al.* (2005), which claims that those individuals who stay are more likely to be male than female, and teach general education rather than special education, as in accordance with American schools within 2000-2001. Nevertheless, regarding race and ethnicity, the researchers have not found large differences in lecturers' likelihood of staying. In an earlier analysis, it was also found that males were slightly more likely than females to stay. What is more, the findings from that study, in regards to gender, have been echoed in other studies, although they have been contested or complicated in others. For instance, female lecturers over the age of thirty were more likely to stay than younger females or male lecturers, and certain racial characteristics also impact on behaviour, as shown in Figure 2.2.

<i>Public School Stayers, Movers, and Leavers by Selected School and Teacher Characteristics, 1999-2000 to 2000-01</i>				
School or Teacher Characteristic	Total Number	Percentage of Stayers	Percentage of Movers	Percentage of Leavers
Total	2,994,600	84.9	7.7	7.4
Age				
Under 30	494,400	74.7	15.7	9.6
30-39	708,300	84.9	8.6	6.5
40-49	913,600	88.7	6.7	4.6
50 or more	880,400	86.8	3.6	9.8
Gender				
Male	731,300	86.7	6.0	7.4
Female	2,263,300	84.3	8.3	7.4
Race/Ethnicity				
White, non-Hispanic	2,540,400	85.0	7.6	7.5
American Indian or Alaska Native	22,700	87.9	4.7	7.5
Asian or Pacific Islander	52,800	81.7	16.2	2.1
Black, non-Hispanic	217,900	84.3	8.3	7.4
Hispanic	160,900	85.4	7.1	7.5
Main Assignment Field				
Arts and music	192,900	80.6	11.4	8.1
English/language arts	304,700	86.3	7.4	6.3
General elementary	1,015,800	84.5	8.3	7.2
Mathematics	211,400	84.6	6.4	9.0
Science	184,200	85.9	6.7	7.3
Social studies	155,000	86.5	4.7	8.8
Special education	324,800	81.1	10.2	8.7
Other	605,800	87.6	6.0	6.4
Community Type				
Central city	806,300	84.8	8.1	7.1
Urban fringe/large town	1,511,900	84.5	7.8	7.8
Rural/small town	676,400	86.0	7.2	6.8
Minority Enrollment				
Less than 10 percent	1,010,300	86.5	6.6	6.9
10-34 percent	838,100	85.3	7.7	7.0
35 percent or more	1,146,300	83.2	8.7	8.1

Figure 2. 2: Public School Stayers, Moves, and Leavers by Selected School and Lecturer Characteristics, 1999-2000 To 2000-01, Luekens et al., (2004), p. 11.

According to the statistics from the figure above, white and Asian lecturers tend to leave their schools if they serve at a school with a majority of Hispanic or black students. Hispanic or black lecturers are less likely to leave, especially if the students' racial group matches their own. However, it was found that there is no effect regarding an individual's level of education on their *propensity to leave* a school. Furthermore, age and sex variables also are perceived as factors that can undoubtedly influence the *intent to leave* or actual process of leaving. It has been concluded that the youngest and oldest principals are the least likely to leave a school where they have been employed. Meanwhile, whilst women are more likely to leave than men are, as female principals more frequently stay beyond the minimum retirement age more often than men.

As with principal turnover, Harris and Adams (2007) stipulated that lecturer turnover is typically high, and it is perceived as a sign of failure in the education system. Turnover behaviour has become increasingly important in debates about the teaching profession in the United States. Generally, this behaviour reduces the quantity of lecturers available to schools, and the quality of lecturers is influenced particularly if the most competent and qualified lecturers are those who are most likely to leave. Moreover, turnover in the teaching professions is relatively high among older lecturers, and this reflects the fact that lecturers retire considerably earlier than other professionals do. The reason for this is due to the high percentage of pensions in teaching professions. Hence, lecturer turnover is known to be higher than in other professions, but the total number of retirees is less in number than the number of lecturers leaving the profession for other reasons. Furthermore, turnover ratios are at their highest when wages and support are relatively low, and when there is a high level of student conflict and quarrels. Therefore, the current study has sought to build on and contribute to the large body of literature that concerns the causes, factors, and determinants of lecturer turnover.

Since efficient and active employees are so vital, efforts have to be made to maintain them, to take care of them, and to improve their skills. Employee turnover is a phenomenon which is made up of various factors and leads to several consequences. The following section discusses the intentions of employees to leave in greater detail.

2.3 Employee Turnover Intention

Researchers have tried to study the antecedents of turnover intention, in an attempt to develop managerial tools that properly deal with the problem of high rates of employee turnover. This section also addresses some of these related studies of turnover intention within the academic environment, as well as providing clarity on the dimensions of turnover intention and the factors leading to it (Karatepe and Shahriari, 2014; Long *et al.*, 2012).

The present study focuses on the turnover intention itself, rather than on the actual turnover, because an employee's *intent to leave* is considered to be one of the most significant indicators, and the strongest predictor, of actual turnover. Thus, it is important to investigate the determinants that affect turnover intention that lead employees to actual turnover. Due to the difficulty of directly examining the process of faculty members' turnover, it is more practical to ask the faculty members themselves about their turnover intentions.

Long *et al.*, (2012) stated that turnover intention is the potentiality of an individual to leave the job, which is classified into the distinction of voluntary and involuntary, as well as the functional or dysfunctional. Each type of employee turnover affects the organisation where it occurs to a varying degree. Furthermore, turnover intention is defined by Hussain and Asif (2012) as the prevailing mental behavioural decisions between an employee's choices that are either to stay or withdraw, and are consequently connected instantly with actual turnover. Not surprisingly, Karatepe and Shahriari (2014) have pointed out that employees with high levels of turnover intentions have low morale, deliver poor services, and erode service recovery efforts.

There is a requirement to address the issue of employee turnover intention since it constitutes a phenomenon in its own right. Udechukwu and Mujtaba (2007) stated that the probability that an employee might either voluntarily stay or leave from a firm differs totally from the intention of the employee to leave or stay at that organisation. Thus, it is relevant to state that the probability of the event should not to be confused with the event itself. The latter behaviour has been widely studied and has been addressed as '*intent to leave*', '*intention to leave*', or employee turnover intention. Currently, models of employee turnover intentions provide insights and expectations concerning who is likely to leave and who is potentially likely to stay, yet they do not

predict the manner or timeframe of these leaving or staying decisions. Organisations that are involved with strategic HRM and human resource development (HRD) initiatives may find the data regarding the amount of behaviours that relate to leaving and staying to be very useful for their work. Nonetheless, it is necessary to know what they could do if they were able to make greater predictions. Intention to leave is defined in this study as the conscious and deliberate wilfulness to leave an organisation.

Staff intention to leave an organisation is considered to be a topic of major interest in the literature relating to organisational culture and behaviour. For many years, turnover intention has been a critical phenomenon in managerial and administrative settings, and the issue is certainly a problem for many organisations in the modern era (Maier *et al.*, 2013).

Perez (2008) defined turnover intention as the conscious wilfulness of seeking fresh job opportunities at other organisations. Meanwhile, Liu and Onwuegbuzie (2012) have presented alternative terms for turnover intention such as *intent to leave*, *intention to leave*, and *propensity to leave*. Furthermore, many researchers simply define turnover intention as the desire or willingness to leave a position within an organisation or across organisations.

Turnover intention behaviour has recently become a major dilemma for the telecoms sector in Pakistan as a result of abundant job opportunities, effortless job switching, and high demand for well-qualified professionals. This sector has faced an intimidating period in terms of employee retention. A study by Hussain and Asif (2012) was designed to investigate the influence of perceived organisational support and organisational commitment upon the degree of employee turnover intention within telecoms employees in Pakistan. The results of the research argued that the *intention to leave* among employees in the telecoms sector depends on perceived organisational support and organisational commitment. In other words, perceived organisational support has a direct negative relationship with the intention of employees to leave. This result is in line with the Organisational Support Theory, which has been mentioned in the theory sections above.

Turnover intention reflects a worker's deliberate and intentional tendency to leave their job and the company (Maier *et al.*, 2013). Moreover, Arshadi and Damiri (2013)

defined it as the conscious decision to look for other alternative job opportunities in other organisations, and say that this results from various factors, determinants, and causes that lead employees to intend to leave. In that particular study, faculty member turnover intention referred to the reluctance of academics to stay in their positions within their academic institutions, as well as to the determinants that drive them to take that decision. Thirapatsakun *et al.* (2014) divided employee turnover intention into three particular cognitive components: thinking of leaving the job, the intention to search for another job, and then, the intention to leave. Thirapatsakun *et al.* (2014) argued that there is a connection between actual employee turnover and turnover intention. Thus, this *intention to leave* creates direct effects on turnover decisions. An employee's decision to leave has several unwanted consequences, both for the organisation and for the employee, which functions along many dimensions.

Previous indications or factors are considered to be the standards by which employees decide to stay in or to leave their jobs, and by which they judge whether a job can satisfy their expectations or not. Employees may reflect on factors, such as: the employee's own attitude, organisational structure; external well-matched job demands; the employee's own assessment of job-related organisational decisions; pay and compensation; job satisfaction; experience and knowledge acquired from the organisation; demographic variables; organisational trust and commitment; job stability; job prospects; employee engagement; growth and development; positive feelings; social support of supervisors; and organisational policies (Aladwan *et al.*, 2013; Van der Heijden *et al.*, 2009).

Nevertheless, Neckerman and Fernandez (2003) affirmed that employees offer their best performance, taken from their overall competence in their actual job, because they are eager to have a rich array of experience to show and exhibit in their resumes. Additionally, employees enjoy the on-going development of their capacities and skills. Indeed, when employees do not perceive any progress and find that their current position does not fulfil their ambitions, purpose, sense of self-worth and belonging, and does not promote job satisfaction, they are particularly likely to intend to search for another position.

Based on the research by Nyamubarwa (2013), the *intention to leave* from an organisation is perceived to be part of a set of consecutive steps in the psychological

withdrawal of an employee from the job process. Scholars and researchers have claimed that employers focus minimal attention to this serious behaviour, yet employers have to deal with the actual turnover that is a logical consequence of the *intention to leave*. Additionally, reasons for the actual turnover of employees might still be somewhat vague for employers, as they are not able to gain access to employees who have already left the company in order to ascertain what went wrong. Thus, studies that discuss *intention to leave* are potentially more useful and applicable, than those which address actual turnover behaviour. Employees who are thinking of leaving might still be persuaded to stay within the organisation if employers knew what they were dealing with. “*Intention to leave*”, then, refers to the subjective estimation of an individual's probability of leaving an organisation in the near future. Additionally, Ramli *et al.*, (2014) described *intention to leave* as the antecedent to actual turnover behaviour in many turnover models. In other words, it is appeared that few theorists have noted that it is, in fact, turnover intention which is the most powerful and interesting predictor of actual turnover.

The pattern of labour turnover intention behaviour in developing countries compared to modernised countries is examined in a study by Rahman and Nas (2013), using empirical evidence from public universities in Khyber Pakhtunkhwa, Pakistan. This study contributes to the understanding of similarities and differences between turnover intention behaviours of faculty members in public universities in developed countries. The academic employees of developed countries have identified a strong association between employees’ development perceptions and their *intention to leave*. However, employee’s perceptions could not represent reality because a member of faculty’s intent is not considered as reality. Invariably, it has been noticed that the turnover intention of university faculty members increases once they have found other career prospects elsewhere, which at times can be to a considerable degree. Moreover, Conklin and Desselle (2007) confirmed that faculty members preferred to remain at their respective universities due to the security of their positions. This is because the academic labour market has remained in perpetual recession, in the sense that the inflow of new employees into universities has resulted from expansion, and the outflow has occurred due to retirement cases or from jobs being migrated to other economic sectors.

According to Liljegren and Ekberg (2009), there are particular physical symptoms of a high level of turnover intention and low rate of actual turnover. For example, individuals can suffer from headaches, slight depression, and fatigue, which can be more prevalent than in comparison to other employees. Statistically speaking, some studies (Liljegren and Ekberg, 2009; Emami *et al.*, 2012) found that there are significant positive predictive associations between turnover intentions and actual turnover on any psychological well-being issues or burnout, yet other researches have denied this relationship. However, it has been found that job stress is related to an increased *propensity to leave* for the same job with a different employer. This type of job mobility is called *external mobility*. Meanwhile, Liljegren and Ekberg (2009) found that there is no association between the potential for an employee leaving for a different job within the same organisation and job stress.

Research by Alexandrov *et al.*, (2007) developed and tested turnover intention models, which address the consequences of frontline employees' views regarding management concerns (of employees or customers) on turnover intentions, together with the concepts of an employee's job satisfaction and commitment to the organisation. The current study has explored the role of the status of employment (either as full-time or part-time) and as a moderator for the previously highlighted relationships. It has been suggested through the findings of the study that the concept of concern that is directed by management in relation to both their customers and employees refers to the intrinsic formulation of the psychological climate, which can be located within the working functionality of different services to retail specifically. Based on this idea, an assessment for employees and concern for them is attributed to frontline cognitive assessments by employees to the behaviours and actions of the management staff. For instance, teamwork, rewards and recognition, listening to employees, 'breaking the ice', or any sentiments of intimidation, and the chance for freedom of expression are assessed. Employees' cognitive appraisals are representations of the concern for the employees' dimension of the psychological climate. Correspondingly, the cognitive evaluations of employees in terms of action and behaviours of management (e.g. enhancing customer support systems, providing high quality products and services, offering accurate information to customers, and keeping promises regarding customer well-being) are representations of the

dimension that relates to customer concern in a psychological climate that varies between one individual employees to another.

Overall, there are two different results which emerge from the study. The first one is that the perceived concern from management towards their customers and employees influences employees' turnover intentions to a significant degree. The second important finding stems from that the status of employees, who are either working as full-time or part-time, as the correlating relationships between a perceived management concern for employees and organisational commitment are moderated, with a level of management concern directed towards customers and the link to job satisfaction, as well as organisational commitment and the intentions for turnover.

To conclude, turnover intention is a phenomenon that has needed to be scrutinised and studied throughout the current research. The process of turnover intention models, theories explaining turnover intent behaviour, determinants of turnover intention, and advantages and disadvantages of turnover intention are mentioned in the following sections of this thesis.

2.3.1 Development of Turnover Intention Process Models

In the following section, an overview of the traditional turnover models is detailed, as March and Simon set out a general theory of organisational equilibrium. Afterwards, Porter and Steers introduced their model, in which employees' expectations were one of the stimulators that influenced turnover decisions (Steel and Lounsbury, 2009).

According to Udechukwu and Mujtaba (2007), the majority of voluntary turnover models are set out in order to explain the direct and indirect relationship between work-related determinants and factors of work outcomes, such as turnover, intention to leave, the practice of regularly staying away from work, etc. Models of turnover intention illustrate the intended multidisciplinary (i.e. social, economic, and psychological context) and multidimensional (i.e. employee, company/employer, and social affiliates) states of voluntary turnover behaviour within a company. The March and Simon model, the Price model, and the Mobley intermediate linkage model have been established to demonstrate the interaction between the variables that have been mentioned. It is widely known that economic factors cannot simply work directly through social affiliates, but that employees also sometimes mediate economic factors. The most recent theories, along with the March and Simon model, the Price

model, and the Mobley intermediate linkage model, have typically addressed voluntary turnover specifically from the perspective of the linkage between the employee and their organisation (Ramesh, 2007). This linkage is usually manifested in the psychological and cognitive contexts and circumstances of voluntary turnover, within the employee/organisational domain. It is suggested that these theories and models may ignore the contribution and the role of linkage between social affiliations and employees in the voluntary turnover behaviour process.

Yin-Fah *et al.* (2010) stated that Mobley's model proposes two distinct decisional paths: staying or leaving. The model starts by evaluating the existing job through a variety of factors: experiencing job satisfaction/dissatisfaction, thinking of leaving, the evaluation of expected utility of search/cost of leaving, intention to search for alternatives, search for alternative, evaluation of alternative jobs, comparing the alternative with the current job, intention to leave or stay, and actually deciding whether to stay or leave. Once employees think about the idea of possibly leaving or actually intend to leave, and subsequently evaluate the expected usefulness of leaving, they start searching for another job and compare the available alternatives with the current job, or they directly resign upon their own personal evaluation.

Holtom *et al.*, (2008) mentioned that previous models of turnover have focused on the traditional antecedents of the problem, such as job satisfaction, organisational commitment, other factors such as individual differences, and the nature of the job. Nonetheless, much of the current research about turnover and its factors revolves around these traditional theories, along with increased considerations towards contextual variables, company size coupled with work unit size, other negative personal circumstances, such as exhaustion and stress, and also a shift towards more complex organisational and group levels (i.e. organisational culture, group cohesion, organisational reward systems, gender composition, and demography, etc). Moreover, in order to understand the psychological basis of intergroup discrimination, Tajfel and Turner developed Social Identity Theory in 1979. In other words, they aimed to determine what the minimal conditions would be that could lead members of one group to discriminate against the defined "out-group", and in favour of the "in-group" to which they actually belonged.

Consequently, these theories suggest that an individual does not only have one version of personal identity, but in fact various levels of ‘self’ that can transform from the increasing dimensions of group relationships. It is relevant that alternative contexts of social interaction may instil any individual to start to think and feel before subsequently acting on the foundation of his/her personal, as well as family or national “level of self”. However, aside from the “level of self”, any person is nurtured within society to develop a variety “social identities”, which relates to the self-concept that an individual hold for themselves, which derives from their perceived connection or membership to social groups. Hence, the utilised terminology of “us”, which is associated with any internalised group membership, is an individual-based perception of what defines it. Indeed, Loi *et al.* (2006) stated that this concept is clearly distinguishable from the notion of personal identity, as that refers to one’s self-knowledge that derives from the personal unique attributes of an individual.

The first model of turnover that is structured as a dynamic process, is the Cusp Catastrophe model used by Sheridan and Abelson in 1983 (Long et al., 2012). Additionally, a study by Steel and Lounsbury (2009) referred to this model, as it incorporates two different drivers of turnover, which are known as: *organisational commitment* and *job tension*. These are related with a third-vertical dimension: ‘the actual turnover’. The Sheridan and Abelson model predicted and suggested that employees with the same commitment and tension may demonstrate similar levels of actual turnover.

In addition, Price and Mueller (1981) developed a more comprehensive structural model that determined the antecedents of job satisfaction and turnover intention, as cited in Perez (2008). The model consists of independent and dependent variables, where the dependent variable is the turnover. The independent variables are called the external (exogenous) variables, and are divided into three major elements: the environmental (e.g. alternative job opportunities and responsibilities), the personal (e.g. career advancement and general training) and the organisational (e.g. managerial efficiency). The model is then enhanced with other exogenous variables, such as social support and search behaviour. Moreover, the values of the external variables, which are measured by the states of other variables in the model, are job satisfaction, organisational commitment, and the *intention to leave*. Additionally, a study by Brewer *et al.*, (2012) posited that the framework of turnover in organisations and

firms is based upon a general theory of turnover. Their framework consists of three groups of predictor variables: the first group concerns work attitudes and perceptions of working environments (autonomy and quantitative workload), and the second set addresses perceived alternative job opportunities. The third group deals with personal characteristics, such as affectivity.

Singh and Loncar (2010) pointed out that payment inequality or unfairness between employees, who have the same qualifications and experiences, increases turnover intention and actual turnover. Meanwhile, the rate of actual turnover and turnover intention was found to decrease among faculty members and university administrators within academic institutions that adopt more compressed pay structures. Besides the above variables of turnover, it has been indicated by Blomme *et al.* (2008) that turnover is attributed to employees' relationships with their environment (whether that by through company, supervisor, or staff), and employee engagement. However, Allen and Meuller (2013) suggested that actual turnover and *intent to leave* does not always result from job dissatisfaction, and considers that turnover may result from other contributing factors.

As a specific point of interest, although there is a substantial theoretical body of knowledge about how to explain actual turnover and turnover intention, there is no consensus about a model of turnover. In other words, it can be said that none of the designated models adequately explain turnover intention and actual turnover processes, due to the vast complexities of the concept of a general turnover process model. Despite the various studies on turnover intention and actual turnover, this area of organisational behaviour does not come together to yield a comprehensive framework of predictors of potential future leaving by staff members. Moreover, a wide range of factors and moderators facilitate the interpretation of employee turnover, as well as its causes and its effects, which are discussed in the following chapter.

2.3.2 Theories Explaining Turnover Intent Behaviour

There are many widely known points of view regarding turnover intentions, for instance these concept entails a negative connotation of management failure to motivate and retain employees. Employee turnover is a costly expenditure, especially in lower paying roles where the rate of employee turnover remains to be the highest.

Those perspectives are significant and powerful in creating more in-depth knowledge on the behaviour of employees within the remit workplace.

The first perspective assumes that education is highly critical and pivotal in the process of enhancing the production capacity of a population. Accordingly, if this perspective is transposed into a managerial context, the hierarchical structure of the level of income over a lifetime is represented by incremental salary increases, to reflect the degree of job experience and training courses in a specific job (Pierce-Brown, 1998). The salary of an employee decreases once the employee is perceived to be slowing down in their levels productivity. Consequently, the job satisfaction component is duly affected in turn. It is argued that these factors can lead an employee to subsequently intend to leave their post.

Secondly, Sierra and McLeavety (2005) claimed that turnover intentions emerge from the belief that social relationships develop over time into trusting, loyal, and mutual commitments, between both an organisation and its employees. The Exchange Theory posits that social relationships are characterised by the distinct emotional effects of different exchange structures, in that the investment of money and time in human capital actually create positive attitudes and an aura of honour towards the organisation. In other words, a healthy environment in an organisation is reflected positively in the feelings and emotions of the staff as a whole, and, in turn, their *intent to leave* should be finally reduced. Its practice can involve giving compliments to acquaintances, showing support to co-workers, maintaining a good flow of information within the company, possessing international merchandising, and fostering relationships between organisations and their customers. As a consequence, this specific theory is easily applied in a managerial context.

Thirdly, Search Theory, in an organisational context, recommends that a special concern should be paid to the ideal strategy of an employee once he/she chooses an employment offer from a group of various job opportunities. An individual's lack of knowledge about the labour market necessitates the use of what is referred to as a "*reservation price*", to assist in the search for various job employment alternatives outside the present organisation. In general, the lowest salary or Turnover Intent Wage has been defined as the price of a reservation, at which stage an individual considers the acceptance of an employment opportunity that may be defined heuristic, which

may be utilised by individuals to contemplate whether to accept or reject the offer of a job in light of minimal additional information that stems from the labour market (Perez, 2008, p.19-20).. This process of searching for a new alternative position or workplace outside the present organisation logically leads to turnover intention, and then to actual turnover. A job search is regarded as a major precursor to the future leaving from a particular post. It is finally ends with either the appreciation of one's current position after comparison with the alternatives, or a continued sense of dissatisfaction (Perez, 2008).

A more comprehensive withdrawal process was identified by Steel and Lounsbury (2009), which sheds light on the sequence of steps that workers pass through before they permanently decide to leave. Overall, the level of job dissatisfaction is one of the main factors that drive employees to the final intention of leaving their organisation or actually leaving. Moreover, Steel and Lounsbury's model began from the process of highlighting a set of withdrawal cognitions, which relate to thoughts of leaving and expected usefulness of withdrawal. Steel and Lounsbury's model also highlighted the search for a job that incorporates the assessment of any alternative job opportunities. What is more, it is worth mentioning that employee values, job perceptions, and perceptions of the labour market influence withdrawal intentions.

Fourthly, Greaves *et al.*, (2013) conducted research on a large, UK-based, publicly funded organisation in the media sector. They studied employees' turnover intention based on the components of the Theory of Planned Behaviour (TPB), to identify whether these explain the causes of behavioural intentions in particular individuals. It is believed that examining the antecedents of any behaviour, together with the overall context, helps researchers to understand the processes by which TPB components are linked to intentions. If this theory is brought in to explore environmental behaviour in the workplace, it will represent a successful tool for predicting intentional behaviours. Accordingly, Arnold *et al.* (2006) carried out research on 25,000 employees at 80 sites across the UK, based on TPB, and examined the proximal predictors of behaviours that stimulate individuals who intend to perform that behaviour, the extent to which that behaviour is controlled, and the extent to which one has confidence in the benefits gained from that perceived behaviour. There are three major components of TPB that predict intentional behaviour: attitude, subjective norm, and perceived behavioural control. As a result, TPB has undoubtedly been duly effective in

accounting for intentional behaviour, and has also made predictions about the personal gains and social pressures that are taken from individuals that the researchers of studies are familiar with.

In addition, social and psychological antecedents are useful when taken into consideration in the field of turnover intention. De Moura *et al.* (2009) demonstrated that there is a relationship between job satisfaction and organisational identification with turnover intention. Social Identity Theory (SIT) emphasises that there is a relationship between organisational variables and social identity, which has also been used in theorising about a variety of organisational variables, such as productivity, job security, leadership, and turnover intention. Invariantly, prediction of turnover intention in organisations is linked directly to SIT, and as a result, SIT is used widely to predict group-serving judgments, attitudes, evaluations, intentions, and behaviour.

Fifthly, Social Exchange Theory explains the relationship between employees and organisations. The social exchange perspective is referred to as a correlation of reciprocity of gratification that is mutually conditional through the formulation between two parties that stems from the belief in exchanging and delivering a homogenous moral norm (Loi *et al.*, 2006). Subsequently, the mutuality of gratification will serve to maintain a stable social system through this norm of exchange. The notion of social exchange was also explained by noting the differentiations in the prospect from economic exchange (Liu, 2016). Overall social exchange is seen as a long-term endeavour and involves less tangible or even symbolic resources, although in contrast, economic exchange is known to be short-term. Within the social exchange, both the nature of the anticipated future returns and time frame are not duly specified, as the returns are actually seen to be obligations that are unspecified, and the parties exchange focus on the normality of reciprocity in ejecting their own personal obligations through future occurrences.

Additionally, Karatepe and Shahriari (2014) implemented social exchange theory, and examined its relation with turnover intention. Their study indicates that this theory provides insights on a correlation that exists between organisational justice and turnover intention, where relationships develop through the motion of time to become trusting, loyal, and mutual commitments, which is particularly relevant when all team members, whether that be managers, supervisors, and employees, are committed to

specific rules of interchange. Indeed, social exchanges correlate to a greater level of psychological contract, and function together with defined intimate attachment at a personal level, together with obligations of an open-ended nature. Proponents of economic exchange theory postulate that a relationship exists between the *intention to leave* an organisation and how outcomes create fairness, such as towards pay and rewards. In other words, trust within a team of employees is developed and engendered through a fair environment in a workplace in regards to pay levels that are instilled and the allocation of rewards, as well as how interpersonal treatment is maintained through quality. Consequently, employees are less likely to possess the intention to leave the organisation when they maintain elevated perceptions of justice within their job roles.

Sixthly, the Job Embeddedness Theory has been incorporated to argue that job embeddedness can modify the influence of organisational justice in regards to turnover intentions (Holtom *et al.*, 2008). Specifically, job embeddedness can be seen to have various influential effects on the decision of an employee to stay in their job or not. In short, highly embedded employees would be less likely to intend on leaving their organisation if they were to hold perceptions of organisational justice within their comprehension. Thus, highly embedded employees who possess a perception of fairness in the overall outcomes would be less likely to display turnover intentions, especially if this related to respect of pay and reward allocation or the quality of interpersonal treatment from managers. The low level of turnover intention also refers to the factor that highly embedded employees are increasingly involved in various projects and with a variety of individuals, which means that they will not sacrifice a multitude of opportunities, as well as benefits, by leaving their company (Karatepe and Shahriari, 2014).

Seventhly, a study by Yücel (2012) examined the issue of turnover intention. Proponents of the Theory of Attitude, which has been proposed, postulate that the greatest predictor that can be utilised to understand the behaviour of an individual can actually measure the intention of the individual to perform that specific behaviour. Moreover, the study of Alexandrov *et al.* (2007) was based on Bagozzi's Attitude Theory (appraisal leads to an emotional response which leads to behaviour). This theory takes into consideration two psychological dimensions of climate that characterise an environment of retail service. The first dimension relates to a concern

for employees, and the second dimension stems from the concern for customers, although both psychological climate dimensions are viewed as motives of turnover intentions by employees, which are directly linked to overall job satisfaction and the commitment shown from an organisation. In Bagozzi's Theory of Attitude, Bagozzi argues that the processes of self-regulation are embodied in different consecutive steps of monitoring and assessment, emotional and affective reactions, and coping responses to control behaviour and action. In regards to this view, employees evaluate several old, actual, and upcoming results that may produce and generate particular emotions, which subsequently result in various coping responses. For example, the anticipation of, or the experience of a pleasant event, may move on to the process of feelings of satisfaction which, will then lead to guiding employees in the full process of undertaking necessary procedures to obtain that specific desired outcome. In brief, the cognitive appraisals of situations, outcomes, and events originate from the emotional and affective responses, as well as influencing intentions and behaviours. Hence, cognition is the outstanding antecedent of the emotions, which subsequently directs behavioural intentions and actual behaviour.

Eighthly, Lee *et al.*, (2006) addressed two theories that explain turnover behaviour, and the first one, which is discussed above, is Human Capital Theory that highlights the important roles of knowledge, skills, and abilities that are brought to organisations by employees. As a consequence, these factors have various economic values and consequences that would directly affect an organisation. Employees with knowledge, skills, and abilities are required to be managed in a manner that may stimulate their retention. Furthermore, the study has mentioned Resource-Based Theory, which suggests that the abilities, skills, and knowledge of employees should be seen as rare, inimitable, and non-substitutable sources of sustainable competitive advantage for an organisation.

Ninthly, Udechukwu and Mujtaba (2007) have indicated that economic factors and variables influence employees within the workplace, along with their social groups from both within and outside their organisations to a distinct degree. In short, scarcity, wants, alternatives, and together with preferences are seen as the most basic and direct economic factors that employees as individuals commonly face. It is known that the resources that are directed to production are finite, although individual wants and needs remain traditionally infinite. The relationship between a shortage of resources,

and infinite wants and needs produces pressure, and forces individuals to search for other alternatives in the surrounding environment. As a result, employees move to another more favourable preference or alternative from the available ones, and by doing so, such decisions that are taken by employees can be seen as supporting both theories: March and Simon's concept of "*satisficing*": *accept an available option as satisfactory* in their general theory of organisational equilibrium, and Vroom's concept of "valence": *the combining power of an element* in his expectancy theory. In general, it is said that the choices made by a person between alternative courses of action are logically related to psychological events that take place consecutively alongside the behaviour. In other words, when the basic needs of employees are not satisfied properly, their psychological and physical statuses, and their working productivity all suffer as a consequence.

Udechukwu and Mujtaba (2007) confirmed that employees compare themselves to one another as a general activity within various particular organisations, which is common and at times highly detrimental. This is also reflected in the logic of Adam's Equity Theory. Employees work hard to maintain equilibrium or a healthy balance between the needs or criteria of their social group affiliates (entities or activities), their own personal needs, and the positive benefits gained from their organisation. Thus, Udechukwu and Mujtaba argue that voluntary employee turnover takes place when there is a variation or "discrepancy" between the benefit obtained by an employee for the employer, and the benefit provided by the employer in return.

Based on Long *et al.* (2012), Cobb's Justice Theory can be utilised to rationalise the reason for the direct negative relationship between transactional and transformational leadership styles and turnover intentions among employees. Cobb puts forward that followers, subordinates, and employees who are less likely to search for alternative job opportunities, as long as they are satisfied and committed. They must also feel that the processes of the organisations are just and fair, and that the organisation is managed with clear and obvious rules, direct instructions, and task-oriented goals. Moreover, any institution where employees work should put in place and adhere to systematic and comprehensive rewards and incentive policies.

According to Hussain and Asif (2012), proponents of Organisational Support Theory posit that if followers perceive and receive more support and consolidations from

employers or organisations, then they may tend to improve and develop a more positive vision towards their organisation. It has been asserted by various studies that perceived organisational support has a direct negative relationship with employee turnover intention, as well as with actual turnover. In short, it is logical to anticipate that this support from the employer's side will subsequently impact strongly on employees and create in them the desire to stay with that organisation. It is widely known that support minimises absenteeism, and increases citizenship behaviours and employee performance. Moreover, high levels of support from employers guarantee, to a certain extent, the development of thoughts that relate to trust and feelings of solidarity with, and commitment to, an organisation. In addition, employees will respond positively to this support, and it should stimulate a strong desire in these employees to stay with their current organisation.

2.3.3 Determinants of Turnover Intention

There is a lack of research of turnover intention in the management field. Understanding the factors/determinants that lead to turnover intention among academics, professors, or lecturers is crucial and necessary in developing institutional performance and generating competent human capital for the entire nation of Saudi Arabian.

Factors that affect employee/lecturer turnover intention and actual turnover in modern times have become increasingly complex. For this reason, the main goal of the present study has been formulated around identifying the causes and stimulators that govern employee turnover intention, which lead to actual turnover. Thus, it is important to recognise and understand turnover intention as early as possible in order to permit planning teams to implement preventative actions.

A study by Jehanzeb *et al.* (2013) designed to focus on organisational commitment and turnover intentions, through studying the impact of the training of employees in the Saudi Arabian private sector. The results of that particular study provide strong support for the hypothesis that states a negative relationship between organisational commitment and turnover intention. Employees' training was ascertained to be significantly correlated with organisational commitment, turnover intentions and the commitment-turnover relationship.

A study by Brewer *et al.* (2012) investigated the factors that affect the turnover intention of nurses, and it examined turnover predictors based on Price's framework concerning work attitudes and perceptions of working conditions, other perceived job opportunities, and personal characteristics. The results of the study demonstrated that satisfaction, commitment, job searching and intent to leave are all intervening factors in turnover.

Brewer *et al.*, (2012) introduced some definitions for particular terms that have been repeated within this literature review. As a result, it can be seen as advisable to provide a clear definition of each term:

- Intent to stay is defined as the degree of positive feeling that an individual has towards the voluntary leaving of an organisation or an employee;
- Search behaviour is the degree to which employees are pursuing alternative jobs;
- Job satisfaction pertains to an employee's general feelings and attitudes to his/her job, without reference to any specific facet of that job;
- Organisational commitment is an employee's general loyalty towards the employers or an organisation. According to Benson (2006), it is also the degree of an individual's identification with the company where he/she works, and the strength of attachment to it is represented by three different dimensions: affective, normative, and continuance. Based on Hussain and Asif (2012), the first dimension that is defined as *affective* concerns emotional affection towards a company or institution, and a strong belief in the objectives and values of that organisation that leads it to make favourable efforts in order to fulfil goals. The second dimension, which is referred to as *normative*, deals with the feelings of employees who are obliged to work for their organisation. In other words, when employees have a normative commitment, they would feel that they are obliged to continue to work for their employer. The third term of *continuance* refers to employees' feelings in regards to belonging to an organisation and continuing to work with the organisation in order to keep the valued rewards they receive from their employers;
- Work attitudes and social/supervisory support is the degree to which supervisors uphold and encourage their employees;

- Work group cohesion is the degree to which employees have contact with each other in their immediate work environment;
- Distributive justice is the degree to which the rewards of employees are related to his/her performance inputs into an organisation;
- Procedural justice is the degree to which rights are upheld generally for all employees;
- Promotional opportunity concerns the degree to which the job structures within the company are available to its employees;
- Work motivation is the level to which work is central to an employee's life;
- Alternative job opportunities are classified into local job opportunities and non-local opportunities. They represent the probability of finding other employment, which can be either locally or non-locally, and employment which is either better or worse than the current job;
- The working environment refers to the physical space that surrounds employees as they carry out their daily duties, along with the psychological space associated with the work. In short, a stressful work environment is considered a major determinant of turnover intention in certain organisations. For instance, tiredness, poorly lit areas, a psychological environment of mistrust, low job security, and other psychological “shocks” are usually actively avoided by employees (Nyamubarwa, 2013);
- Career growth and opportunities are key ingredients that shape employee motivation, development, and commitment. Actual career progress can exert pressure on an employee's perception of the value of his/her career prospects, and his/her prosperity within an organisation. There is a negative relationship between career growth and turnover intention. In other words, employees are more likely to stay in an organisation that has career ladders and vast opportunities, in comparison to an organisation where the careers of employees are static and without any hope for career growth (Nyamubarwa, 2013);
- Job demands are defined as the aspects of a job which pertain to physical, psychological, social, or organisational characteristics, and entail physical or psychological efforts to be undertaken from the employee in order to meet the expectations of an organisation. Employees have to perform according to

general objectives and goals, as well as fulfilling the general requirements of a job (Ramli *et al.*, 2014);

- Job control is defined as the ability of employees to determine organisational objectives and to construct an organisation which maximises professional concerns. Specifically, it is the freedom for academics to choose and pursue their own plans, and to manage their own working lives and priorities. Likewise, liberty is a function of academic control of the professional arena of teaching and research, which is considered as a necessary condition for work and identity. It has been demonstrated that autonomy at work may satisfy higher order needs for achievement and accomplishment that will consequently produce positive outcomes for the employing organisation, as well as a higher propensity of intent to stay (Ramli *et al.*, 2014);
- Social support is seen as aid in times of stress and strain. An abundance of support from colleagues offers positive feelings to individuals. For instance, these positive feelings can take the form of a sense of self-worth and confidence that assists employees in avoiding negative experiences. It is said that support from colleagues and supervisors might make working environments more flexible, and might be able to facilitate work between employees, and that this may increase their performance. Moreover, it is important to create a supportive thinking environment with colleagues concerning other professional issues (Ramli *et al.*, 2014);
- Employability is the guarantee that is given to an employee to state that they will acquire and learn particular skills and capacities, which will prepare them for, and offer them the opportunity to, find a new job quickly in case a company or an employer is not able to retain them. This perspective is embodied by employers who are willing to compensate their experienced and well-qualified employees with job security, as well as to make them broadly employable through developing their working skills through formally organised work-related training. Ngure (2015) has stated that employees within organisations who work in jobs that require instructional training are less likely to be employed in any other jobs or departments. Consequently, this concept of "employability" replaces the notion of long term job security. Employees feel at liberty to improve the level of their organisational

commitment and willingness to stay at or leave their organisations. Practically, this means that employability increases investment levels in all forms of company-financed development, with payment of high attention to the general or marketable skills that are needed in organisations around the world, as Benson (2006) has indicated;

- Transformational leadership is identifiable when a leader becomes capable of inspiring and encouraging his/her subordinates to exert more effort in order to achieve outstanding outcomes. Such a leader provides employees and subordinates with the chance to identify their own strengths and improve their skills. These improved skills help in creating a better future for the individual, as well as creating a better future for their organisation, as long as they believe in their leader (Long *et al.*, 2012);
- Transactional leadership concentrates on employee-employer transformations where followers are expected to implement and accomplish their duties and responsibilities following instructions and rules. From the side of employees, they expect that they will receive a positive reward as compensation for the efforts that are made by them (Long *et al.*, 2012).

Nyamubarwa (2013) keenly affirmed that underperforming levels, increased stress levels, reduced commitment, low job satisfaction, and increased intentions of turnover are direct results of incompetent leadership, together with demonstrating that employee motivation and retention is significantly affected by leadership in organisations, and specifically in incidences when employees receive regular positive feedback and recognition. In short, the nature of leadership has a positive influence on different employees' intentions to leave, or stay at, an organisation. A weak rapport between employees and administration is considered to be an important reason for employees who intend to leave, as an unstable relationship that exists between leaders and subordinates may result in employees losing their will and commitment to an organisation and reduce their satisfaction with their jobs. Generally speaking, the reasons that lead employees to willingly leave their jobs are attributed to a large workload and a low level of perceived organisational support, which consequently create feelings of job dissatisfaction, intentions to leave, and finally, employee turnover (Hussain and Asif, 2012).

According to Lee *et al.* (2006), the majority of previous studies in the field of employee turnover have stressed individual-level determinants that are broadly classified into two dichotomous streams: behavioural intentions and job search mechanisms. Moreover, research into behavioural intentions has, most notably, discussed the intention to leave or actually decide to finally act on leaving. Lee *et al.* (2006) mainly advised investigating the relationship between predictors of turnover and individual characteristics, such as: the job satisfaction of the employee, organisational commitment, and the search for other alternatives. The process then entails a comparison between alternative jobs, thinking of withdrawing, and, finally, intending to leave. The moderators of employee turnover comprise of a variety of considerations that include: the working environment, job satisfaction, stressful working environments, work-group cohesion, autonomy, leadership, distributive justice, and chances of promotion. Additionally, some demographic attributes are also predictors for employee turnover, such as: age, the amount of children, educational level, and gender.

There is a consistently negative and significant relationship between voluntary employee turnover and employee skills, the structure of an organisation, payment scales, benefit plans, health insurance practices, benefits as a percentage of payroll, opportunities for job progression, a percentage of salary growth, the status of seniority for core job filling, an emphasis on skills, employee participation in decision making and in group working, incentives as high relative pay, and employee security. To add to these important points, Ucho *et al.* (2012) have shown that they believe that the envisaged negative impacts of turnover on organisations are increasingly detrimental. Consequently, managers search for more constructive ways to manage their employees in such a way that worthy employees are retained, and high performances are sustained.

Comparatively, O'Donnell (2015) indicated that eternal employability replaces alternative lifetime employment within the same organisation. This concept appears in response to lowered employment security, which leaves no response to despair or bad feelings, and the guarantee provided for certain employment is safeguarded in a variety of ways. With regards to this, the new protection mechanism within the marketplace is offered in the form of "employability", instead of as "lifetime employment". It is more flexible to deal with employability in this rapidly changing

world, as this concept points to the permanent opportunity for employees to gain employment within the internal and external marketplace. Furthermore, since implicit promises and guarantees of job security are no longer possible, organisations duly require new and innovative ways to retain their good employees, to inspire commitment, and reduce employee turnover.

Employability is a new concept in the world of HRM practices. A study by Benson (2006) examined the relationship between the links between employee development, organisational commitment, and the intention to leave that was seen from 667 employees in different technology manufacturing companies, which introduced a number of employability policies during the middle of the 1990s. That particular researcher analysed a survey, and archival data from those employees, and the results indicated that training within the job environment was positively related to organisational commitment, as well as negatively related to turnover intention. Moreover, the relationship between tuition-reimbursement that offers more general and marketable abilities is positively related to employee turnover intention. Nonetheless, following the process of earning a level through tuition-reimbursement in case employees were subsequently promoted reduced employee turnover intention.

To correlate with this dynamic, Forrier and Sels (2003) studied the relationship between temporary/permanent employment, and employability within Belgian institutional working environments. It was argued that both organisations and temporary employees might be confronted with difficulties that were attributed to the development of employability as a trend through training courses. This research paper addressed the influence of training efforts and training opportunities offered to temporary and permanent employees by their relevant employers. The findings of the study indicated that, in spite of the fact that temporary employees do take the responsibilities of those who offer training seriously, they obtain fewer job opportunities that enhance their employability in comparison to permanent employees.

The determinants that drive turnover intention, and subsequently leave as a result, are divided into three sections. Firstly, demographic determinants: age and education. Secondly, individual determinants: the organisational commitment of employees, and the job satisfaction of an employee. Thirdly, organisational determinants, such as: the

working environment of the company, co-worker relationships, and salary. One of these, or more, is addressed in each study, which is included within the section, according to the variables of the previous studies that had been adopted to measure their influence on turnover and turnover intention.

First of all, age and (educationd) experience within the company are classified as one of the factors which determine employee intent on the action of finally leaving. As for the individual determinants, organisational commitment is considered a concept with multiple structures, such as job involvement, job attachment, and career satisfaction. Commitment is defined as the psychological rapport between employees and organisations that control the voluntary turnover intention or actual turnover from the organisation. Thus, it is a consistent behaviour, as claimed by Ayazlar and Güzel (2014). With regards to job satisfaction, it is defined by Maier *et al.* (2013) as the sum of the assessments of the group of various features to which the actual job is composed. It is worth mentioning that once an employee is satisfied with the job at the time of signing a contract, this satisfaction will diminish over time, and that the effects of this will have an impact on employee turnover intention. In terms of the third factor, organisational determinants that influence the intent to leave have been proposed to function within a healthy working environment and firm relationships between subordinates and managers that encourage employees to stay (Lee *et al.*, 2012). With regards to salary payment systems, Mbah and Ikemefuna (2012) added that an employee's turnover intention is expected to have a negative relationship with any payment and reward system in which an employee's performance and retention levels can be improved by an increase in his/her salary. In conclusion, these three groups of determinants, which have been addressed in previous studies as key factors that lead to employee turnover, become the topic of this section.

The main determinants of actual turnover and turnover intention are divided into three main categories, according to the study proposed by Paulsen (2014). These include psychological determinants, such as the psychological contract, job satisfaction, organisational commitment, and job insecurity. The second category is economic determinants, which include: pay, external opportunities, training courses, and the size of the company. The final category is demographic determinants that include factors, such as the age of the employee and job education.

Matz *et al.*, (2013) noted that job satisfaction and organisational commitment can be considered to be significant job attitudes that predict turnover intention. In terms of job satisfaction and organisational commitment, the former is defined as the extent to which an employee likes his/her job, and the latter is defined as the affective relationship between an employee and an organisation/firm. Nonetheless, there is one significant contradictory finding that concerns whether actual turnover/turnover intention has a consistently negative relationship, or no relationship, with job satisfaction and organisational commitment. Ng *et al.* (2007) conducted a longitudinal study of American and European employees, and the results of the study discerned that organisational commitment among employees is constantly decreasing over the course of time.

Alexandrov *et al.*, (2007) offered evidence that job satisfaction and organisational commitment intersect with each other. It is asserted, theoretically, that job satisfaction is generated before organisational commitment, and that it develops over time. Job satisfaction is within its nature intrinsically volatile, and is easily influenced by temporary events in the working environment, in spite of the fact that transitory events may not lead to any changes in employees' organisational commitment. Indeed, it has been proven through research studies that have demonstrated that job satisfaction has a significant positive impact on the organisational commitment of the employees.

Nyamubarwa (2013) argued that there are multiple factors which influence turnover intention in organisations, and it is believed that these are able to be separated into three categories that are individually distinct. Firstly, there are the external environmental factors, together with economic conditions and the effect on developing and moulding employee turnover in the labour industry. Secondly, there are the individual factors, which are specific to employees that define turnover decisions. Some of these factors that are include, although not limited to, are: age, education, gender, ethnic group, family responsibilities, educational level, personality style, and other personal considerations. Thirdly, there are the organisational factors concerning organisational policies and practices. For instance, this can be seen through opportunities to continue working with a company, the presence of a supportive management hierarchy, supportive HR policies, and an organisational environment and culture.

One additional aspect of the work environment that has an effect on employee turnover intentions stems from the point of participation, which is the process where decision-making is shared by individuals of different statuses in an organisation. This factor is one of the most critical factors that can influence employee turnover intentions. Based on the research by Nyamubarwa (2013), a linked match between an employee's values and the values of his/her organisation can enhance employee comfort, and a feeling of belonging to the organisation. Consequently, stress levels and any desire to leave do become minimised. Conversely, a mismatch in values and conduct between employees and their organisations shortens the length of service that employees are able to provide.

In addition, Nyamubarwa's (2013) examined relationships between reward systems and intentions to leave. Many scholars have investigated the relationship between reward systems and their influence on employee retention and turnover intention. Scholars have agreed on the fact that financial and incentive systems are a motivating factor for employees in organisations, and that they serve as a basis upon which individual employees assess the value their employer attaches to them. It has been demonstrated that employee reward systems work as an effective device for attracting workers, before subsequently motivating them to stay where they are. Moreover, it is advisable to offer salaries which are at or above the market rate for the industry, or it may be evident that employees will feel undervalued, and may search in their endeavour to move to another organisation that is capable of providing better remuneration. In other words, all research studies have concurred regarding the fact that a negative relationship is commonly evident between reward systems and turnover intention, and actual turnover in organisations. Some cases have indicated that there are instances where two or more employees do actually undertake the same job with the same responsibilities, but at the same time receiving different rates. As a consequence, it is suggested that it this creates the possibility to force lower paid employees to leave. It can be said that a work environment, and the presence of degree holders, have also been identified by many scholars as key factors in shaping turnover intentions in organisations. In general, the more comfort that is instilled in the working environment, together with the higher level of attainment of degree holders, then the stronger the inclination of employees to stay at their organisations. Unsurprisingly, the less comfortable the working environment is, and the lower the

attainment levels of degree holders are, the stronger the inclination to leave that organisation becomes.

Through one specific study, it was noted that the nation of Malaysia is more recently being regarded as a regional hub for international higher education (Ramli *et al.*, 2014). The nation as a whole places a heavy burden on its academics, especially in the private higher education sector, which leads to stress, heavy work load, and large numbers of students to teach that generate hostility towards organisations and minimizes the levels of academic commitment towards teaching institutions. In return, those dedicated academic staff members that spent too much time focusing on research and academic work were inclined to leave their posts. Indeed, high levels of stress were associated with heavy workloads, and low levels of rewards.

Various studies have confirmed that high workload is one of the most stressful aspects of careers. For instance Xiaoming (2014) in their study sought to investigate the Effects of Workload on Burnout and Turnover Intention of Medical Staff, 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. When an academic feels free to continue to undertake academic tasks in the manner that he/she deems suitable (e.g. teaching, administrative functions, research papers), then these tasks can serve to maximise job satisfaction, which will subsequently decrease turnover intention. This will in turn stimulate a feeling of appreciation from the organisation in relation to these specific skills, which develop enthusiasm and an interest in acquiring new skills and experiences that lead to the development of new and more challenging roles. However, despite the fact that social support has a proven role in the handling of stress, previous related studies have indicated that academics report that they do not receive regular support from their colleagues. Most academics were not content with the support and cooperation that they would receive from their colleagues, and the level of interest displayed in their academic activities. These situations suggested that every academic staff member is noted to experience perceived competition from each one of their colleagues, instead of increasing support and cooperation, which can prove detrimental in itself.

A study by Matz *et al.* (2013) disclosed some predictors of turnover intent among adults, as for instance, personal characteristics, work environment variables, and job attitudes. The study examined the relationship of these variables with turnover intention among custody and non-custody employees in the field of facilities, which was managed by the Kentucky Department of Juvenile Justice (DJJ). The first variable, which is known as *the personal variable*, encompasses factors of gender, race, age, education, and geographical locations of facilities, as well as custodial versus noncustodial positions. The second variable, which is referred to as *the work environment variable*, comprises staff perceptions of supervision, collective efficacy, communication and relationships, co-workers, safety and security on jobs, and the type of facility at which an individual is employed. The third variable, which is stated as *the job attitudes variable*, consists of job satisfaction and organisational commitment.

The results of the study denoted that the implementation of demographic or personal predictors of staff turnover provided inconclusive and sometimes contradictory results. Some studies found that turnover intention cases among women occur more often than among men, although the effect of gender vanishes once work-related variables are introduced into a hierarchical model of turnover behaviour. On the other hand, there is a controversial debate that still remains regarding the relationship between age and education with turnover intention. Indeed, certain studies have indicated that younger employees are more likely than older ones to have turnover intentions. Meanwhile, different investigations have stated the direct opposite findings. It has been found that minority and ethnic groups, as well as the level of higher education that employees have, have a relationship with turnover intention. In terms of whether staff lived in rural or urban regions, there was no effect found here for the prediction of actual turnover, or turnover intention.

Organisational justice is mentioned in reference to the perception by employees in relation to fairness that exists within the workplace. Loi *et al.* (2006) stated that the concept of justice perceptions from employees in the process of turnover has not yet been covered comprehensively in the present field of research. Previous studies that addressed the evidential correlation that exists between organisational justice and actual turnover or turnover intention drew attention to two greatly specific forms of justice perceptions. The first one, which is known as *distributive justice*, refers to the

perception of outcomes in a fair and just manner. The second one, which is stated as *procedural justice*, refers to the fair and just perception of procedures that are used to decide outcomes and allocations. Furthermore, Karatepe and Shahriari (2014) indicated that three types of justice: distributive, procedural, and interactional, are also considered to be determinants of employee outcomes, such as with respect to emotional exhaustion, job satisfaction, organisational commitment, and turnover intention. Additionally, turnover intentions and voluntary turnover, as well as organisational justice, are reduced when they are simultaneously put together with job embeddedness, as it functions to mitigate the intentions of turnover. Therefore, the negative correlation that exists between organisational justice and turnover intentions may become strengthened by job embeddedness.

Korunka *et al.* (2008) 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. Both job and organisational factors encompass job satisfaction, organisational commitment, turnover intention, and actual turnover. Also, low levels of job satisfaction are found to be significant predictors of both turnover intention and turnover itself, based on the widely known model of turnover intention by Mobley, as has been mentioned in Yin-Fah *et al.* (2010). Furthermore, organisational commitment in the turnover process provides a pivotal role in turnover intention and actual turnover.

Another pivotal factor that prior researchers have repeatedly denoted to be directly correlated to organisational commitment, job satisfaction and turnover intention comes from the definition of “*burnout*”. Burnout is represented by a number of dimensions, and one of them is emotional exhaustion. This is linked with low levels of job satisfaction, low levels of organisational commitment, and a high level of turnover and turnover intention. To conclude, the most immediate predictor of actual voluntary turnover is behavioural intention to leave.

Laschinger (2012) suggested that Core Self-Evaluation (CSE) influences job satisfaction and burnout, which is one of the personal dispositional factors, in addition to situational factors, that play a significant role in employees’ responses to work life conditions. In total, four personality characteristics represent CSE, which demonstrate the affect on how individuals evaluate, discern and provide a response to their

environments. These are comprised of: emotional stability, general self-efficacy, locus of control, and self-esteem. Meanwhile, situational factors consist of structural empowerment that is defined to be the level of accessibility to workplace conditions which ultimately provide necessary information, opportunities, resources, and support to be educated and to have the possibility to mature professionally. Structural empowerment is linked positively to a feeling of autonomy, to support for professional practice, to job satisfaction, to organisational commitment, and to mental and physical health outcomes, such as burnout and turnover intention in employees.

On the other hand, Kim (2014) has focused, through a different investigation, on the determinants of turnover and classified them into three sets of factors: (1) external determinants, (2) structural or job-related factors, and (3) personal characteristics of employees. These predictors, which are taken from previous literature, consist of four groups, including demographic predictors: job satisfaction, organisation and job environment factors, job content and external environment factors, and other behavioural predictors. Furthermore, this correlates together with a friendly workplace, good quality of pay, awards such as incentives for high performance, and reasonable workload that all have a reverse effect on turnover intention. Moreover, the review of goals and appraisals, work-life balance support, and responsibility for results also create a more beneficial effect upon turnover intention.

There is not any universally approved framework for the reasons that drive people to leave, and because of this, the phenomenon is hard to assess or understand for management and administration teams. However, Kim (2014) discussed five reasons for turnover tendency: personal characteristics, the type of job, role conflicts, career outcomes, and employment characteristics. In addition, other reasons that instil the intention for workers to leave the workplace are those that are related to task-level variables and organisational-level variables. Moreover, several studies have examined the precursors of turnover intention and the relationship between job satisfaction, organisational commitment, job characteristics and turnover intention. To elaborate, the characteristics of the job, job context and distinctive job features might have certain effects on employees within particular organisations. For example, the nature of work for employees who deal with consumers in a direct manner might have an influence on their organisational commitment (Yücel., 2012).

In the investigation by Morell *et al.* (2001), it was argued through the article that the deliberate intention of and propensity for an employee to leave or to stay is called "activity of voluntary turnover intention", and this should comprise three broadly interrelated units: (1) social affiliates, (2) the employee, and (3) the employer. The determinants of employee voluntary turnover are classified as either internal, when they originate from within the same company, or external when they are related to factors that stem from outside that influence the decision to leave or to stay. The "final" behaviour will take place when there is a discrepancy between the advantages expected by an employee from the employer, and the actual benefits received from the organisation. This is supported by Expectancy Theory, as was mentioned above previously, and Lawler's Discrepancy Theory, which postulates that pay satisfaction is a result of the variation between payment that should be received, and the amount of payment that is actually received (Udechukwu and Mujtaba, 2007).

Holtom *et al.* (2008) suggested that organisations and employees must create equilibrium for the benefit of both parties in order to decrease the rate of employee turnover. Their study noted that there are two factors that duly affect employees' organisational commitment and attainment: (1) the perceived desirability to leave (job satisfaction), and (2) the perceived ease of leaving a post, which could be related to other job opportunities. There are a number of factors that influence job satisfaction and other perceived job opportunities. In fact, job satisfaction is influenced by individual differences, such as personality and ability, and as a consequence, it influences the desirability that is felt by an individual to leave. Meanwhile, perceived job opportunities are influenced by the nature of the job. It is noted, however, that the factors of job satisfaction and perceived job alternatives are intrinsically interwoven with each other.

Khatri *et al.* (2001) discussed three determinants that have an influence on turnover intention. The primary determinants they discuss are demographic factors, such as: age, gender, educational level, tenure, income, and job category. The second determinant can be thought of in terms of uncontrollable factors, which comprise perceived alternative job opportunities and job-hopping (one of the turnover types). The third determinant deals with controllable factors, such as: pay, the nature of the work, supervision, organisational commitment, distributive justice, and procedural justice. Moreover, Khatri *et al.*'s (2001) results showed that there is a negative

relationship between turnover intention and three of the demographic factors, such as: age, gender, and income level. However, the educational level of an employee is deemed to be positively related to turnover intention, as the higher the educational level, the greater the probability of leaving or thinking about the intention to leave. In relation to job category and gender, non-managerial employees are more likely to withdraw than managerial employees. It is also analysed that females tend to leave their jobs more often than males. Nonetheless, certain studies do maintain that there is no evidential link between gender and turnover intention.

The controllable factors of job satisfaction include factors such as pay, nature of work, and supervision, that have a direct effect on organisational commitment and organisational justice (distributive and procedural). Meanwhile, uncontrollable factors are perceived to be alternative job opportunities and refer to an individual's perception of the availability of alternative jobs in the working conditions of the organisation, and their perception of job-hopping. Overall, there is a negative relationship between controllable factors and turnover intention. Conversely, there is a positive relationship between uncontrollable factors and turnover intention. The controllable factors are those that are influenced by the organisation, and the uncontrollable ones are those that the organisations have relatively little control over.

Ng *et al.* (2007) indicated that job mobility refers to patterns of intra- and inter-organisational moves over the life span of the employee's work life. Employee turnover and job mobility behaviour have recently become more common as a result of cases of organisational lay-offs and restructuring. Therefore, it is surprising that employees are aware nowadays that long term job security may not be a genuine employment aim, which results in many employees showing their readiness to become more mobile. The study by Ng *et al.* (2007) proposed further macro-level factors, which include economic conditions and industry differences that characterise the process of job mobility behaviour in the labour market. The individual characteristics suggest that dispositional features influence a person's tendencies that lead to job mobility and turnover, as well as subsequent behaviours that relate to it. In the meantime, an individual's decisional perspective suggests that the decision to engage in job mobility can be reached based on the assessment of three factors: subjective norms, the desirability of the mobility option, and the employee's readiness to move. Indeed, employees are eager to seek out various positions that might

improve their skill sets. Separately, in recent times, it has been noticed that German expatriates express their readiness to leave following their return home from working abroad. Additionally, researchers noted that there are several relevant types of contingent employment, such as: outsourcing, part-time and temporary work, and agency work.

In contrast, Perez (2008) classified different factors that concern employee turnover intention into two major groups, the financial and the social aspects of withdrawal, and claims that these two groups play a significant role in employee turnover intention. The financial group includes elements, such as wages and fringe benefits, which employees receive in return for their applied service. Meanwhile, the group for social aspects of withdrawal include elements, such as the types of social behaviour exhibited by an employee within his/her organisation. For instance, his/her levels of integration, and levels of interrelationship with other employees. The higher an individual's perceived financial and social benefits in an organisation, the lower the rates of turnover intention will be. Secondly, the intensity of desire for leaving has an influence on turnover intention and actual turnover. The degree of intensity is measured by levels of job satisfaction, and job insecurity.

It is argued that some employees actually leave their companies as a result of the absence of leave and justice. Heydarian and Abhar (2011) highlighted three types of organisational justice: (1) payment justice (i.e. employees prefer to receive a salary that matches their efforts), (2) procedural justice (i.e. the degree of fairness in decision making, consistency, accuracy, representativeness, morality, and ethicality), and (3) interactional justice (i.e. quality of the interpersonal treatment each employee receives).

Despite the plethora of studies concerning the relationship between pay satisfaction and turnover intention, there is a need to examine the relationships between these variables within different organisational environments. For example, Singh and Loncar (2010) investigated the relationship between pay satisfaction and job satisfaction, and their effects on turnover intention that exist within social employment jobs such as nursing. Generally, employees look for employment where there is a balance between what they invest or apply within their jobs, and what they receive in compensation. These findings that were evaluated by Singh and Loncar

(2010) indicate that the correlation between pay satisfaction in jobs, such as nursing and turnover intention/actual turnover, is negative. In other words, turnover intention/actual turnover decreases with improvements in pay satisfaction and vice versa.

Further to the above findings, Heydarian and Abhar (2011) found that organisational commitment, person-organisation suitability, job satisfaction, organisational justice and turnover intent/actual turnover also have a negative relationship. Turnover intent/actual turnover are related negatively with respect to the age of an employee, and the position filled within a company. Work-related stress, however, and levels of education were reported as having a positive relationship with turnover intent/actual turnover. Surprisingly, their findings that were analysed in relation to the gender of employees showed contradictory results.

Lee *et al.* (2012) 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. Also, the results of Yin-Fah *et al.* (2010), which were based on private sector employees in Petaling, suggested that organisational commitments, job stress, and job satisfaction all have a significant relationship with turnover intention. Usually, organisational commitment and job satisfaction have a negative relationship with staff turnover intentions. Meanwhile, there is a positive relationship between job stress and labour turnover intention.

Factors such as job stress and job satisfaction are heavily linked with long term organisational commitment, and directly influence employee decisions to continue or leave their jobs. Accordingly, the higher the level of experience and knowledge of an employee, the more job satisfaction they will have, and the better the performance they will produce. As a result, workers will become more committed to their organisations. Furthermore, the higher salaries are able to rise to, the more improved organisational commitment and job satisfaction will be. Hence, human resource departments should reward staff members both financially and verbally, and provide them with incentives and compliments.

There does seem, however, to be some substantial empirical evidence that job satisfaction is negatively related to turnover intentions. However, a study by Ucho *et*

al. (2012) pointed out that employees are less likely to leave their jobs regardless of their level of job satisfaction, because of the scarcity of available job opportunities and the absence of well-structured schemes in the Nigerian marketplace. Moreover, there was a suggestion that the duration of employment did not have an effect on employees who have the intention to seek out better employment.

The Ucho *et al.* (2012) study, carried out in the Nigerian marketplace, found that there is no relationship between sex and the causes of employee turnover. Yet, the type of sector does seem to contribute a role in decisions to leave posts. Gradual employee turnover is generated by retail shops, hotels and restaurants, and customer centres, and this is in addition to the existing lower employee turnover represented by civil servants, firemen, and people employed in the public sector. Additionally, a study by Tian-Foreman (2009) addressed both gender and tenure as personal factors that might have an effect on turnover intentions. Nevertheless, the findings revealed that gender does not in any way affect turnover intention, although job tenure does have a negative relationship with turnover intention.

The relationship between position and personal/individual factors and their influence on intent to leave or actual action of leaving has been examined by Heydarian and Abhar (2011) and Tian-Foreman (2009). Their findings revealed that individuals who have a managerial rank have lower rates of turnover intention than those who are in non-managerial ranks, and that personal reasons, such as moving home, getting married, illness, and retirement are not counted as factors that affect employee turnover.

Ghosh *et al.* (2013) and Perez (2008) indicated that the most important determinants of whether an employee decides to finally stay or leave a post of employment are: (1) payment (i.e. remuneration, benefits), (2) imbalance between performance and reward, (3) vision for the future (i.e. trust in the company's vision, taking into account business ethics, trust in management, new projects and innovation, speed of turnover), (4) workplace relationships and job design (i.e. co-operation, treatment, fairness, tolerance, helpfulness, styles of assigning and performing tasks), (5) recognized roles and positions (i.e. job satisfaction, prestige, opportunities, development, and recognition), (6) communication within the organisation (i.e. type, feedback, sincerity, ethics, awareness, concealment of information, and respecting opinions), (7)

organisational culture (i.e. workload, flexible working hours, access to sources, type of culture, and focus on quality), and (8) expectation (i.e. imbalance between workplace and personal life, and unclear job descriptions).

Furthermore, Urbancov and Linhartov (2011) examined whether or not there are relationships between employee dissatisfaction and factors such as: remuneration, job security, relationships, recognition, communication, culture, and expectation, and whether there is a direct relationship that exists between these factors, and employee decisions to leave their post. The findings demonstrated that the factors that determine turnover intention are classified into personal and formal aspects. In addition, the leading factors in employee turnover within the Czech Republic are remuneration and salary, which are then followed by low future job security. Remuneration and salary are included under the umbrella of employee expectations. Subsequently, after future job security is established, possessing recognised roles, posting, and communication within an organisation all share third place in one's priority list within their place of employment. The final two causes for leaving a place of work include concerns with a particular prevailing corporate culture, and unclear expectations of employees. However, within this study, personal benefits were not examined for their effects upon decisions to leave a company.

Min (2007) and Labatmediene *et al.* (2007) propose that turnover is caused once employees feel that they are not experiencing job satisfaction with their actual organisations, and once they have low levels of organisational commitment and retention. Therefore, organisations are obliged to recruit appropriate employees who positively influence the systems of an organisation. In terms of the education sector, that specific study has denoted that salary and benefits are the most important factors that actively influence lecturer turnover. In addition to this, Hesselink and Vuuren van (1999) have confirmed through their own study that insecure positions are also considered to be a main factor for leaving. The phenomenon of laying-off a number of lecturers at an institution without any clear justification will kill the enthusiasm of others, and cause fear among them.

Employees are leaving their jobs in order to find others that match their competencies and interests. Paulsen (2014) stated that once employees feel unmotivated or disengaged within a working environment, once they do not have clear

responsibilities or performance standards, or once they feel that they are not directed as required, they will leave their schools for places where their interests are given priority and attention.

When it comes to gender-based studies, Shapira-Lischshinsky (2009) ascertained that women's rates of turnover intentions and actual turnover are higher than in men. Such findings can be attributed to their high levels of job dissatisfaction, which in turn can be attributed to the lower level positions held by women, and to lower earning and promotion potential. Employers' experiences may lead them to expect women to leave an organisation sooner than men. In that particular study, women found that they experienced a greater number of circumstances forcing them to leave organisations, such as pregnancy and the birth of a child. Finally, the findings of Nienaber and Masibigiri (2012) have revealed that turnover intent in public servants is related to the nature of the job, traditional attitudes, and the organisational context.

It is apparent that most studies of turnover intentions demonstrate that job dissatisfaction is the key reason for employee turnover intention, and that job satisfaction and turnover intention are interposed by organisational commitment. Lee *et al.* (2012) used the linear structure model to scrutinise the reasons that motivate hotel employees in Taiwan to plan to leave their jobs. Their findings showed that there are positive relationships between work environments, payment, and personal relationships, together with turnover intention. Thus, the more harmonious the interpersonal relationships between hotel staff, the more positive their job satisfaction levels, which, in turn, will positively affect the rate of employee turnover. Min (2007) stated that employers should offer a better working environment for their employees in order to achieve effective and improved job satisfaction that will ultimately reduce turnover rates. Furthermore, Bergiel *et al.* (2009) proposed that a high level of organisational commitment in staff is reflected negatively in turnover intention. In other words, an employee with high job satisfaction exhibits a higher degree of work efficiency, organisational commitment, and employee trust and reliance, and takes a conscious decision in not having any intention to leave. According to Aladwan *et al.* (2013), it should be noted that a high salary level influences organisational commitment positively, and that this is subsequently reflected in lower levels of employees thinking about the intention to leave their roles. Moreover, payment and

job satisfaction have direct effects on turnover intention, as seen. In other words, the higher the salary, the more positively affected staff performance will be.

The findings of Quan and Cha (2010) 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. Additionally, the results of Ho et al. (2013) indicated that gender has a significant relationship with turnover intention. Furthermore, Ang *et al.* (1994) and Herbohn (2005) indicated that there is a gender-based wage differential within organisations. Invariably, employers believe that females are more likely to have discontinuous periods of employment than males. Moreover, the studies that were conducted by Ang *et al.* and Herbohn examined the extent to which the differences in wages between female and male accountants can be explained by discrete employment. The results helped to denote that approximately one third of the gender-based differences can be attributed to female career breaks, and that discriminatory salaries between genders can be put down to sociological rather than economic factors. Finally, the findings showed that there is economic justification regarding the roles and regulations that organise pay levels for gender-based differences in wages, and that this is related to the productivity of female and male employees.

In a study conducted by Cameron (2003), it was suggested that there is an effectual impact of leadership styles on job performance, satisfaction, stress, and turnover intention/actual turnover. According to Chen and Silverthorne (2005), the effectiveness of leadership styles, and the influence of the compatibility between the leadership style adopted and employee efficiency are measured in order to predict outcomes for all organisational and individual dimensions. A suitable match between leadership style and cases of employee intention/ actual turnover effectively leads to higher levels of employee job satisfaction and performance, as well as to lower levels of job pressure. As a result, there is a lower level of future intention from employees to leave their posts. The results from that particular study indicated that the more appropriate a manager's style of leadership, the more effective the impact from a manager will be on his/her employees. Still, Lee *et al.* (2010) indicated that leadership style does not predict job performance when there is a positive relationship between the ability and willingness, as well as between employee job satisfaction and job performance. Employee willingness is related positively to job satisfaction and job

performance, and is negatively correlated with possible employee turnover intention. Meanwhile, job satisfaction is inversely related to turnover intention.

Furthermore, studies by Bergiel *et al.* (2009), and Blomme *et al.* (2008) explained that the Chartered Institute of Personnel and Development (CIPD) addressed the main three causes for voluntary employee turnover, and these are, firstly, the absence of training courses and career development, secondly, worse compensation and benefit packages, and, thirdly, poor management. What is more, HR management teams have to be responsible for taking the necessary measures to address issues in these areas before any inconvenient problems should arise.

Nyamubarwa (2013) investigated turnover intention or actual turnover among academic librarians in Zimbabwe, as the labour market in Zimbabwe is characterised by high levels of employee turnover and low degrees of job security. Academic libraries, like any other employers, work hard to offer adequate and suitable services and facilities to employees, as for instance, they sometimes offer appropriate reward systems and incentives. Consequently, employees will look beyond their employers to make a living when these benefits are not provided. In short, Nyamubarwa (2013) identified various factors that help shape and predict turnover intention among academic librarians in Zimbabwe: salaries and conditions of service, job performance, career growth, work environment, job satisfaction, employee commitment, promotional opportunities, and supervisory style.

Ng *et al.* (2007) indicated that there are several determinants for job mobility, and the first they address is through economic conditions which have an effect on increasing the downsizing capability at a firm. In a growing economy, organisations might expand both vertically and horizontally, which permits various alternative job options for employees to move to. Specifically, when a firm increases in size vertically, it consequently requires more managers to help run the organisation, and this maximises the quantity of upward turnover behaviours. On the contrary, when a firm increases horizontally, it ultimately creates further departments and units, which in turn will increase lateral job mobility options. Finally, a strong economy may also increase alternative job opportunities for employees outside of their current employers.

The second determinant of job mobility or turnover, which has been noted by Ng *et al.* (2007), is societal characteristics: war, international monetary crises, new

professions based upon innovative discoveries, sudden technological developments, movements of civil rights movements, battles between labour factions, or various different corporate takeovers. On this view, the third factor that influences turnover rates, or job mobility and job shifts, is the variation between different industries or fields. This is observed in the differences between types of organisations, industries, occupations, reward systems, career ladders, and employment relationships.

It has been ascertained that the turnover rate was low in high-wage industries, as well as the rates of intra-firm mobility and upward mobility (Ng *et al.* 2007). In this context, the minimum profits from external mobility were a sign that the differences in inter-firm salary that existed within industries with high-wages were relatively minimal. Similarly, only the degree of employee internal-lateral and internal upward mobility was determined, because high wages are capable of retaining or entrenching workers more successfully. Fourthly, the availability of internal mobility options that relate to an organisation's employees are determined by the staffing policies. Thus, two specific major dimensions may summarise the staffing policies of the organisations: the openness of the internal labour market, and the internal competition of colleagues. Furthermore, Liljegren and Ekberg (2009) added that another definitive factor that influences turnover and job mobility comes from an individual employee's perspective. Employees considered job mobility as a salient strategy that enhances their position along with achieving an increase in salary, although job mobility and turnover may also be associated with some negative factors or causes. Researchers may think here of conflicts with supervisors, high amounts of physical and emotional stress and anxiety, a high degree of job insecurity, reduced degrees of job satisfaction, and a reduced level of organisational commitment. Indeed, such determinants lead to an increase in the willingness of an employee to leave.

There is a link that is present between employee engagement with their environment and turnover intention. Slåtten and Mehmetoglu (2011) noticed that institutions have recently acknowledged the importance of spending time and money in order to guarantee optimum performance from their employees. Consequently, employers are required to have both a clear rationale for and a method of implementation for ideas about the method to attract the right employees to their workplaces. Engaging talented employees must be seen as a matter of organisational priority, as these people are, by definition, precious assets to their institutions. Woodruffe (2006) presented an eight-

point plan for how to fulfil employee engagement and this plan seems capable of guaranteeing higher rates of employee retention and lower rates of employee turnover. The points of the plan are as follows:

- (1) Show the importance of the retention of the most talented employees through a public statement of commitment which enhances good employee-management practices;
- (2) Consider the culture of effective employee retention as a core business strategy by ensuring all line managers understand its importance to the organisation;
- (3) Pay attention to each employee's needs while they are at work;
- (4) Offer support and training courses to managers who are present at the company;
- (5) Conduct regular employee satisfaction audits;
- (6) Recruit in such a manner that will make it possible to ensure only talented and committed employees are hired and retained;
- (7) Build stable trust between staff and administration;
- (8) Develop and advance the skills and competences of all employees.

In addition, the results of Tziner *et al.*'s (2011) study supported the claim of a relationship between the interactive effects of the dimensions of organisational justice, organisational culture and organisational citizenship behaviour in relation to turnover intention. Lastly, individual and personal traits also influence rates of employee turnover and an intention to leave. Additionally, Labatmediene *et al.* (2007) examined personality characteristics such as self-confidence, affectivity, decisiveness, and relationship ties as being key operating factors on whether to leave or stay, and found that these factors had a negative effect on turnover and turnover intention.

Another study, which was presented by Woodruffe (2006) and Moncarz *et al.* (2009), confirmed the desire and aspiration of different employers to make serious conscious efforts to instil excellent levels of motivation in their employees. It is true that sometimes motivators take the form of financial incentives to retain capable and effective employees. Both emotional and physical motivators effectively increase the levels of job satisfaction, organisational commitment, and employee engagement, and these motivators can be provided by offering the following organisational concepts: career development; autonomy; civilised treatment; employee commitment; pleasant working environments; ease of communication with management; support; feeling

challenged; being trusted; a feeling of working for a reliable organisation; a sense of accomplishing useful assignments; and finally, fostering a balance between work and personal life.

2.3.4 Determinants of Turnover Intentions in the Education Sector

The previous section looked at the details of several studies that examine both the direct and indirect factors which are related to employee turnover intention and employee turnover in general. Following on from this, the studies below specifically discuss the factors that lead instructors/lecturers either to stay at or to leave an organisation, and address the reasons for those decisions relative to educational environments.

Studies of overall lecturers' actual turnover and the intent to leave have revealed some of their factors and causes. Pamu (2010) claimed that intrinsic and extrinsic rewards are the most frequently examined factors of turnover intention. Through that study, the term "intrinsic" is defined as acting in certain ways because an individual sees it as personally rewarding, which means that to do an activity for its own interest rather than the need for external reward, while "extrinsic" relates to when individuals are encouraged to act in order to get a reward or avoid a punishment.

One of the main factors that can lead to the lecturers' intent to leave or actually leave is motivation, which is more closely associated with intrinsic rewards than extrinsic ones. Additionally, the working environment for a lecturer is found to have a direct effect on lecturer turnover and the intention to leave, which can ultimately be affected by: class size, teaching loads, and the availability of teaching materials and teaching aids. The age of the lecturer also has an influence on the intent to leave, as the younger faculty members with lower levels of job satisfaction are more likely to leave their jobs or possess the intention to do so. Instructors who are less satisfied with their jobs and do not like working at a particular school, and who have continuously changed schools are more likely to intend to withdraw. Additionally, lecturers with a high proportion of minority and special needs students in their classes exhibit higher rates of actual turnover and turnover intention.

Candle (2010) indicated that a turnover rate of 25% is considered perfectly satisfactory by all businesses, whether academic or other types of institution. Candle's

study within the educational context outlined that factors that duly affect lecturer turnover are distributed into three categories: employer related factors, employee related factors, and external related factors. Moreover, lecturers who feel disappointed will choose to change their jobs for other posts of employment where they are more recognised, and better incorporated into the environment of the institution as effective team players. According to the study by Shapira-Lishchinsky (2012), it appeared that the working conditions of lecturers define a pivotal role in the quality of lecturers' attitudes in regards to their institutions. It was also suggested that schools can change their policies to attract experienced staff members, which would subsequently result in rewarding them, as well as motivating them in order to reduce lecturer turnover. However, lecturers' salaries are not a direct cause of lecturer turnover, as it appears to be true that lecturers are willing to take lower salaries in exchange for better working conditions, which they define as pivotal to job satisfaction.

It was found by Ramli *et al.* (2014) 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 need to discharge their essential teaching duties and responsibilities, as well as accomplish their non-academic responsibilities, such as marketing and administrative work. Thus, all these working duties can put academics under a great amount of stress. Overall, the symptoms of stress manifest themselves in the following way: employee cynicism towards the nature of or the place of work, poor organisational commitment, low job satisfaction, and, finally, an attraction to turnover and turnover intention.

A study by Conklin and Desselle (2007) examined the factors that lead faculty members in the pharmacy department at Duquesne University, Pittsburgh who intend to leave or stay at their most recent academic institutions. The study also sought to determine the role of organisational and individual characteristics in explaining turnover intent among the individuals who were studied. The researchers posited that the success and prosperity of academic staff depends heavily on interdisciplinary consensus, which is the level of agreement upon teaching and academic research, and organisational policies and procedures. It was also found that faculty members with good levels of discipline are able to combat additional negative effects on their productivity (e.g. an excessive work load). Nevertheless, in general, a lack of interpersonal communication at work, increased incidence of research rejection, little

opportunity for research, untested teaching strategies, lower salaries, and disputes over educational standards are considered as leading to actual and intentional turnover among those faculty members studied.

It has been indicated by Falch and Strøm (2005) that turnover behaviour takes place when the discounted utility stream (total benefits or features) in the current job is less than that of the related alternative job opportunities. The study highlighted the fact that salary differences between teaching and non-teaching careers explain what drives lecturers to change their career from academic to non-academic professions. Additionally, national lecturer wage systems also encourage lecturers to look across schools in order to locate suitable matching jobs that satisfy their aspirations and preferences. As a result, the effect of the high rate of lecturer turnover in schools with many minority students might have a negative impact on the educational performance and attainment of those students, especially if their replacement lecturer is not well qualified. Falch and Strøm's study has empirically quantified the effect of non-financial school and district variables on lecturers' turnover decisions.

The findings of many studies, such as Labatmediene (2007) and Candle (2010) have indicated that higher salaries minimise lecturers' propensity to leave. However, a few research papers have demonstrated that even non-financial determinants play an important role in lecturer's decisions to leave. The turnover cases of lecturers in Falch and Strøm's study show that well-qualified lecturers have a high tendency to leave from schools with an increased average of minority students, and high proportions of low achievement students. Moreover, the study examined the effect of working conditions, and the salary of lecturers, on lecturer turnover. Invariably, working conditions, class size or resource use per student is seen as variables that have an effect on a lecturer's overall performance. Lecturers having issues in these areas have to work harder. In short, the effort made by lecturers in one hour is greater in large or complex classes than in smaller classes. Consequently, their turnover cases start to actually experience a reduction. Additionally, lecturers' wage flexibility is limited, so schools reduce class sizes in an attempt to improve working conditions and, thus, minimise cases of lecturer turnover. Certainly, lower class sizes do positively affect, to a certain extent, the length of stay in teaching. The results of the study have suggested that non-financial factors, such as working conditions, are more important than salary differences when taking decisions about leaving. The researchers urge that

the wages of lecturers should be adjusted to compensate for non-financial characteristics of schools and districts, additional living costs, and alternative job opportunities.

Labatmediene (2007) confirmed that the turnover intention rate is lowered as a result of the level of organisational commitment that moderates variables related to support and job satisfaction. Pharmacy faculty members decide to stay or leave based on their sense of commitment towards their institutions above all other variables. Furthermore, the study by Candle (2010) examined employer-related, employee-related, and external-related factors of lecturer turnover within private secondary schools in Uganda. Indeed, the main reason for lecturer turnover was perceived to be related to low wages, more than any other factor. The findings indicated that it is the well-trained and the more experienced lecturers who leave their schools for better employment opportunities.

On the other hand, the research study by Pamu (2010) indicated that there are certain factors that inhibit lecturers in their thought of intending to leave or actually finally deciding to leave their post of employment. For instance, losing a job position may prevent employees from leaving, even if they do not exhibit any job satisfaction towards their schools. Additionally, job-specific teaching tasks, a tendency towards financial and social benefits, and the likelihood of a shorter working week than other professions are some of the factors which may encourage retention within the teaching profession at all different levels.

Lastly, it should be noted that the attractiveness and availability of alternative jobs can influence employee turnover cases. External factors such as high rates of vacant job offers and personal living circumstances play a major role in the turnover process. Thus, Ghosh *et al.* (2013) argued that organisations and academic institutions should attempt to comprehend the main detrimental factors of actual employee turnover and turnover intention in order to minimise their negative effect on general organisational performance. It should be noted, however, that undesirable outcomes of actual labour turnover and turnover intention have attracted the attention of various researchers, who focus more on the movement of employees who leave or intend to leave rather than those individuals who actually enter professions and organisations.

2.4 Advantages and Disadvantages of Turnover Intention

The consequences of turnover for organisations and academic institutions cannot be defined as either good or bad in relation to the definitions to what they show, as depending on the specific context, turnover can be both desirable and undesirable. Therefore, this section examines the advantages and disadvantages of turnover in more detail.

Ramli *et al.* (2014) 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. Moreover, Ramli *et al.* (2014) have stipulated that in the academic and educational context, investment in the human resource sector on the searching and hiring process by universities could be considered high, even though the return is considered poor in comparison with the cost of investment, which can be related to many factors, with turnover as one particular notion among them. In other words, it is thought that institutions are not capable of obtaining a positive return from such investments. It defeats the aim of gaining and sustaining high quality human capital and a capable workforce. The problem of academic staff turnover is called "Brain Drain"; the excellence of the higher education sector depends heavily on the kind of people that academic institutions can retain on their faculties.

Different personal factors that can affect directly upon the commitment of organisations have been stated as possibly leading to turnover intentions, and varied results which have shown that Saudi Arabian universities are failing to define implemented measures that could be effectively stipulated in the process of retaining resources that are worthy and highly qualified (Iqbal, *et al.*, 2010). Indeed, certain preventive actions that are present include management training, which captures

incidences of dissatisfaction that is felt by employees, how satisfaction in the workplace is measured in the periodic workplace, and management that functions through an 'open-door' approach, together with maintaining standards of hire that remain strict. Furthermore, a streamlined and efficient human resource programme has been suggested in order to maintain reduced and minimal costs. What is more, by fulfilling organisational goals, it may be possible to obtain more beneficial measures through attaching different employees, investments increase, and the process of developing their obligations.

The concept of turnover entails a negative connotation of management failure to motivate and retain employees. Employee turnover is a costly expenditure, especially in lower paying roles where the rate of employee turnover remains to be the highest. Nowadays, many organisations struggle to reduce employee turnover because such turnover is related to lower organisational productivity, which in turn is associated with certain costs. For instance, the costs of recruiting, inducting, supervising, and training replacement employees are just some of these particular costs, which can reach 70% of an organisation's annual budget. In addition, employee turnover can also lead to a loss of organisational knowledge and history. The problem is best illustrated by cases where experienced and knowledgeable employees leave their present position of working for their competitors (Nyamubarwa, 2013).

Candle (2010) noted that many scholars believe that a constant staff/lecturer turnover can have either disastrous or beneficial consequences on an organisation, and the positive and negative effects of turnover vary according to labour markets. This section will explore some of these evidential consequences in more detail.

De Moura *et al.* (2009) stressed that most organisations seek to avoid employee turnover since organisational investment in selection, training, and promotion is often wasted, especially if valued workers leave. According to the findings of Urbancov and Linhartov (2011) and regarding the effects resulting from employee turnover, a huge number of respondents and more experienced managers believe that organisations are threatened when individuals with rich background knowledge leave. The exact threat is determined by the type of organisation, its size, and the operational sector of the organisation which is affected. Perez (2008) aimed to examine the reasons for turnover, turnover intentions, and job mobility in the Swiss labour market and the

results that were acquired indicated that there are some detrimental effects at financial, operational, and organisational levels. In other words, a company will witness negative impacts on its organisational costs, on operational disruption, and on organisational membership, which will become increasingly chaotic.

Morrell *et al.* (2004) explained that operational disruption takes place when a key member of an institution who is highly interdependent, talented and helpful to colleagues actually leaves their post. Moreover, lower hierarchy levels at certain small companies accept higher turnover rates, since the problem can be easily solved by recruiting a new worker or by training back up employees to be able to undertake multiple tasks. Urbancov and Linhartov (2011) concluded that the negatives are represented by the high costs of the recruitment process, and also by the process of finding employees for all vacant positions, as it is relevant that selection, training, and adaptation can take weeks. Therefore, organisations see employee turnover as a problematic issue. Finally, Laschinger (2012) confirmed that the cost of the replacement of a new graduate nurse is high both in terms of finance, and in the faction of organisational productivity.

Kim (2014) argued that employee turnover has various harmful impacts on revenue and expenses in management, and presents serious operational and strategic challenges. Besides these, turnover in human services occupations negatively influences not only management and organisation teams, but also the quality of services and goods, which finally, in turn, leads to customer dissatisfaction. The study by Kim (2014) sheds light on organisational turnover in newcomers, and it is considered very problematic due to the high costs needed to recruit, select, and train more new employees.

Long *et al.* (2012) also confirmed that staff turnover is costly at all levels of an organisation with respect to the nature, productivity, and quality of the products or services that are negatively affected. High levels of turnover may disrupt the stability of an organisation through impacts on direct and indirect expenditure. Specifically, direct expenditure refers to processes of selection, recruitment, and induction, and also refers to the cost of training courses for new employees. Meanwhile, indirect expenditure refers to those costs related to learning and teaching, reduced morale, pressure on the remaining employees, and the loss of social capital. Additionally, high

cases of turnover threaten the continuity of fulfilling predetermined objectives and goals of an organisation. Moreover, there are other non-monetary measurable expenditures that are associated with employee turnover intention, which produce a loss of reputation and goodwill, reduced customer loyalty, and a decline in brand trust. Overall, such negative consequences may have more extreme long-term impacts than the direct financial costs of turnover.

The loss of knowledge is also a problem that companies, organisations, and academic institutions following cases of employee turnover have become accustomed to experience, as it particularly concerns instances of turnover where personnel move from their jobs to a direct competitor. In order to avoid such crises, organisations must guarantee that employees do not leave before they have transmitted their knowledge to replacement employees. This can be conducted through appointing additional employees when different instances of turnover happen to occur, which means that employees who might leave are able to work with replacement workers for their notice period. This process permits time for knowledge to be transmitted on to new recruits. Moreover, further negative effects may include the failure to retrieve the expertise and experience obtained by a former employee, leading to an increase in responsibilities and tasks allocated to other employees after the period of staff turnover, and leading to the possible loss of other customers (Van der Heijden *et al.*, 2009).

In terms of how organisations feel in relation to loss of knowledge, Govaerts *et al.* (2011) pointed out that there is a fear of losing experienced employees in whom companies have invested their time and money. It is evident that the future of a company is linked with the continuous co-development of a company and its employees. Thus, organisational prosperity requires the presence of committed and engaged employees, as organisational commitment and engagement encompass mastery of a body of knowledge, appropriate behaviour, and a sense of social obligation. In that vein, Bergiel *et al.* (2009) stated that staff members within an organisation are considered to be an essential building block, and that attention must be given to them in relevance to improvement. Companies have to realise that the previous success of an employee is not what is significant, but that it is his/her future development which is certainly the most relevant from an organisational perspective. Nevertheless, from a financial perspective, Nienaber and Masibigiri (2012)

demonstrated that the process of employee turnover is followed by negative consequences, such as hidden, unidentified, uncalculated, and unreported costs that are linked with management planning. Furthermore, the staffing costs that are associated with the loss of knowledge and the loss of some customer services in the case of turnover are extremely challenging to overcome for many organisations.

Heydarian and Abhar (2011) divided the financial consequences that organisations have to deal with as a result of turnover into four distinctive groups:

- (1) Separation costs: these include all the costs that concern the dismissal of an employee, e.g. exit interviews, termination, administrative costs of hiring, and separation payments.
- (2) Replacement costs: these concern the recruitment of a new employee, and encompass costs that are associated with attracting new applicants, entry interviews, testing, expenses, and acquisition and distribution of information.
- (3) Training costs: these include formal and informal training courses for new employees.
- (4) Vacancy costs: these are costs which are attributable to the transition period between the loss of an employee and hiring a new one.

In regards to the final point on the above list, a company may solve these problems by hiring a temporary replacement to accomplish the required tasks. There is one limitation for this negative effect of turnover, and that is the difference in performance between the employee who permanently leaves and the employee who temporarily holds his/her previous working position.

Mbah and Ikemefuna (2012) demonstrated that turnover adversely influences the financial profits of an organisation. They also estimated that hiring and training a replacement worker for a lost employee can potentially cost 50% of the general employee's yearly salary, although it must be noted that it was stated that the costs do not stop there. Each case of employee turnover in an organisation negatively affects overall productivity because of the steep learning curve involved in understanding a new job and a new organisation.

Kye (2008) confirmed that turnover has a negative effect, which can be seen not only at firm level, but also at the level of the individual. Turnover is outlined by Brewer *et*

al. (2012), as it was noted that turnover costs up to 1.3 times the annual salary in US hospitals, which is as much as 5% of a hospital's budget. Korunka *et al.* (2008) indicated that turnover is an issue of increasing importance for manufacturing companies, since the turnover of skilled employees' costs a lot and disturbs organisational structure. Turnover of highly skilled employees means that firms must endure extra unexpected costs which pertain to recruitment, improving skills, and difficulties in completing projects. Additionally, Loi *et al.* (2006) claimed that organisations suffer from employee turnover in terms of loss of talent.

In terms of obvious disadvantages and negative consequences of turnover intention, good employees who provide benefits to an organisation are always going to be a great loss for any organisation. According to Kim (2014), it is important to retain newcomers during their induction periods, as well to hang on to existing workers, especially highly talented ones. Despite an obvious need for information about retaining staff members within an organisation effectively, Korunka *et al.* (2008) asserted that there is scarce literature at present that helps detail effective retention practices within organisational environments. Moreover, the field of Human Resource Management (HRM), as seen earlier through that particular study, provides insight into some effective methods which organisations can implement in order to retain highly qualified employees, such as training, career opportunities, and fair reward systems. Karatepe and Shahriari (2014) posited that managers need to retain a pool of highly qualified employees with the right abilities, especially those workers who provide quality services, and are in-line to occupy middle management positions in the future. One of the strategies for employee retention comes from *job embeddedness*, which has various effects on an employee's decision to stay at an organisation.

Furthermore, the results from Galletta *et al.*'s (2013) ensured the importance of organisations that implement management practices which enhance relationships. In that study, this actually included high-quality employee (nurse)/supervisor relationships, as well as employee (nurse)/employee (physician) relationships, since these practices increase employees' (nurse's) identification with their units. Indeed, a high level of individual affective commitment and good employee-employee or employee-supervisor relationships are important factors in retaining a workforce, and are instrumental factors in the process of employees developing strong self-

identification with their working environments. Unsurprisingly, the quality of relationships between staff members is an important factor in employee decisions to leave the positions that they hold.

Nyamubarwa (2013) noted that human resource managers in various organisations have paid a lot of attention in devising and implementing proper employee retention strategies in response to the potential negative implications and effects of employee turnover on organisational prosperity and success. Consequently, any organisation that works hard to attract qualified and skilled employees, and to determine particular strategies for retaining these talented employees, will surely result in the development of great corporate rewards. Many previous studies have featured the argument that organisations that do not have the ability to hire and keep highly skilled employees are unable to develop organisational human resource competencies, and the resultant competitive advantage.

Lee *et al.* (2006) confirmed that employee turnover leads to various advantages and disadvantages for organisations. Some of the main advantages of employee turnover come from replacing a poorly performing employee that accesses new knowledge and technology, reducing labour expenses in the face of fierce competition, maintaining strong relationships with the remaining employees, and embarking on new business ventures to improve promotional opportunities for remaining employees. Meanwhile, the negative effects of turnover comprise of greater economic expenditure, productivity losses, weak service quality, and wasted business opportunities. Furthermore, a company's administrative burden increases as a result, and subsequently there is a decrease in morale. In order to face competitive challenges, knowledge possessed by employees is not only at the core of competence, but it is also a mechanism for creating value. It is clear that knowledge learned by employees is a major concern for the visibility and economic development of companies. It is advised that organisations depend on a knowledge-based economy for harnessing new technologies, and, on this view, creative equipment will be a source of long-term employment.

Since knowledge exists within employees, companies that function through new economies are advised to retain and support highly valued employees. Experts, scholars, and practitioners in the field of management suggest that skills, abilities, and

knowledge brought to organisations by newly recruited employees have enormous economic value for organisations, and, consequently, these new employees have to be well-treated in much the same strategic manner that other assets, such as economic assets, are managed. Employee turnover does not only have critical negative effects on the development of an employee's technical competences and abilities, but also it has serious consequences for morale in the remaining employees that are present, and can also affect the image of the company as a whole.

Even though labour turnover is considered a nightmare for organisations, Perez (2008) indicated that it has certain desirable effects. For instance, new recruits might instil fresh suggestions and ideas for company development, as companies have a chance to hire more suitable employees with broader knowledge, more enthusiasm, creativity, new perspectives, and more experience. Moreover, once a less productive employee is replaced by another more efficient one, it will be beneficial for all parties involved.

In terms of education, Pamu (2010) listed some advantages of lecturer turnover. For instance, if new staff members are incentivised, then this will facilitate the promotion or recruitment of highly skilled educators, and can also enable educational institutions in changing their policies and discarding redundant approaches and methods. Moreover, , Ho et al. (2013) confirmed that employee turnover has significant implications and effects on the individual who leaves a job. For example, the effort expended in searching for a new job and adjusting to new situations can be taxing, as new routines and the establishment of interpersonal relationships can be commenced at one's new place of employment. Thus, these issues are obviously relevant to managers, researchers, and individuals. To conclude this specific point, prevention is better than thinking about a potential cure for the action. Thus, it is more advantageous to manage cases of subsequent employee turnover, or to control intention to leave, instead of spending time and money on resolving its detrimental effects. Pamu (2010) stated that managers must pursue all preventative measures to minimise and limit the disruption and the inconvenience of creating the destruction of an employee's knowledge. It is worth mentioning that not every organisation can combat turnover, and sometimes failures do occur.

Ng *et al.* (2007) studied job mobility and employee turnover since they are considered to be an important element of employees' work experiences, and they are seen as a central issue in understanding how individuals' professional careers develop. Job mobility is also relevant to organisations, since mobility and turnover behaviour within an organisation are important for effective and efficient human resource planning, as well as skills improvement and development. Furthermore, job mobility and turnover are vital in presenting a clear overview of a company, since employee turnover improves and enhances the spread of knowledge, innovation, and technology within organisations. As a consequence, the spread of these positive elements motivates the development of intellectual capital in societies. Borghans and Golsteyn (2012) stated that the attachment and any sense of belonging towards any job are extremely fragile during the primary stages of a career. In fact, this claim is supported by evidence from the United States, where it was found that male employees move through an average of seven jobs within the first ten years of their careers, as compared to three jobs in the later stages of their careers.

Stuit and Smith (2012) argued that it is not always evident that lecturer turnover has negative consequences on the educational quality of the schools. Students and the educational institution might even benefit when less-effective lecturers leave to move into another school or another occupation. It is known that qualified lecturers make strategic moves to obtain employment at educational institutions that will improve their productivity. Nonetheless, such cases of lecturer mobility have negative consequences on the educational quality of the school they leave. Some schools attract young and fresh graduate lecturers. This explains the high rates of turnover, since younger and less experienced lecturers are more likely to move their school of employment, or actually decide to leave teaching altogether.

The Stuit and Smith (2012) study also revealed that lecturers employed at schools with higher percentages of minority and low-income students are more likely to be found working in urban neighbourhoods. Additionally, bad behaviour of students and the problems badly behaved students cause, may also enhance a lecturer's decision to leave a school or completely change their profession. Moreover, the average student absentee rate at the school varies with the level of student conflict at the school, and also influences the turnover rate of lecturers positively. As such, these factors are considered as detrimental to the educational quality of certain schools. Additionally,

variations in working conditions contribute to the differences in lecturer turnover rate between private schools and public schools. Invariantly, it is said that lecturers at private schools migrate out of these schools due to insufficient instructional resources and heavy workloads.

Loi *et al.* (2006) indicated that turnover intention has some advantages for employees and it is seen as a proximal antecedent, as it captures the perceptions of employees and evaluations of job alternatives. Similarly, a study by Falch and Strøm (2005) demonstrated that the Norwegian institutional system, which has an entirely centralised salary range for lecturers, had its own individual peculiarities when analysing the effects of non-financial job characteristics on decisions to leave. The findings of the study suggested that lecturers often decide to leave from schools with components or students with special needs.

It is argued through the Stuit and Smith (2012) study in the USA that the constant movement of teaching staff members makes it increasingly more challenging for a school to collaborate, develop standard norms of practice, and maintain progress towards shared aims. A situation of constant flux concerning teaching staff leads to fragmented instructional programmes, and to professional improvement plans which have to be implemented on a yearly basis. Other than the administrative plans that are hindered by lecturer turnover, there are also pivotal financial costs which are intrinsically related to it. For instance, a school is obliged to spend money when a lecturer leaves, and as a result that school must advertise for the process of recruiting, as well as training a new lecturer, not to mention locating quality supply lecturers while a vacancy remains unfilled. Furthermore, according to Stuit and Smith (2012), the costs in some schools may include signing bonuses and school material budgets that are offered to new lecturers.

According to Ramli *et al.* (2014), turnover is regarded as the mobility of employees within or outside an organisation. Also, according to Ramli *et al.* (2014), although all employers in all sectors agree on the fact that turnover has very distinct negative consequences that effect upon different organisations, turnover is able to generate income for economic development for both organisations and individuals, as it creates new job opportunities for newly qualified employees. Invariably, this means that it is possible to create new vacancies, new knowledge, and new skills are moved from one

organisation to another by migrating parties. In fact, the phenomenon of turnover is able to stimulate positive changes through promoting new chances and opportunities, and through re-organisation and restructuring. With regards to individual perspectives, decisions to leave are positively related to the career objectives of employees, or to a need to escape stressful situations.

Alexandrov *et al.* (2007) put forward other consequences of employee turnover. Turnover behaviour entails critical costs and financial losses to companies both in tangible and intangible ways. Frontline employee turnover gravely hinders effective and efficient customer service, as well as undermining competitiveness. According to the estimations from that particular study, employee turnover cases cost US companies around \$5 trillion annually. These costs include additional recruitment and overtime payments made in order to remedy deficiencies that are caused by staff members leaving their roles. Hence, the substitution of an experienced and qualified employee with an unqualified new recruit will necessitate increased service costs due to inexperience, disruption to service, overloading and overworking of remaining staff, low morale, and damage to a company's reputation. Indeed, it is worrying that these consequences can subsequently lead to additional detrimental turnover, which highlights the continuous harmful cycle of turnover.

2.5 Conclusion

The 21st century has already been witnessing, within a context of internationalisation and globalisation, a marketplace that is characterised by fierce competition between organisations, and it is argued that employee mobility costs are inevitable. Unexpected cases of turnover contribute negatively to the minimisation and reduction into the degree of rivalry between organisations, which is both locally and globally (Long *et al.*, 2012).

The economic scene in the current climate nowadays is based on knowledge, which is viewed as an essential motivator for economic development and fortune-building of nations. It is essential for the nation to generate new knowledge, create, and induce innovation, which is relevant primarily in undergraduates who are the potential leaders of the nation's future, as well as globally. Organisations preserve their knowledge in the brains of their employees. Unfortunately, some employees decide to leave their employer as they pursue better and possibly more lucrative job

opportunities. Several aspects of employee mobility, such as recruitment, transfers, and turnover are essential determinants in all organisations and have a direct influence on their own competitiveness and positions in the marketplace.

The behaviours of actual turnover and turnover intention are two of the most researched phenomena in organisational behaviour. Through the current research, the focus was on employees who intend to leave, instead of on recruits who enter an institution. Additionally, the current study has intended to analyse and evaluate the indicative significance and complexity of the issue according to employees and organisations. Existing models of the occurrence of turnover intention and actual turnover describe the factors and the moderators that drive employees to leave or intend to leave, which in the current research refers to faculty members. The most important cited factors that motivate faculty members to stay in their current institutions relate to: job satisfaction, the nature of the job, an increase in payment, payment which meets expectations, autonomy, and career advancement. Comparatively, job dissatisfaction and other alternative job opportunities will result in turnover intention and actual turnover behaviour. Furthermore, organisational commitment and employee engagement must be entrenched in each employee within an organisation in order to reduce future incidences of leaving, and this is conducted through support, training courses, respect, and the provision of healthy teaching environments, in the case of education.

Morrell *et al.* (2001) argued that voluntary turnover represents a purer social phenomenon where those individuals who are leaving jobs independently chose to end their relationship with an organisation due to their own particular motives. However, employees often keep the reasons for leaving to themselves, and it is not possible to know why many employees leave. These employees who are leaving might have concerns about the extent that explicit declarations concerning their intent to leave could negatively impact their prospects of receiving a favourable reference. Owing to the significance of job mobility in the Saudi academic labour market, turnover becomes an important phenomenon for HR professionals, and as turnover leads to both good and bad effects, it needs to be detected and tracked from its preliminary stages. Therefore, the prevention of future incidences for employees that leave can only be achieved by understanding turnover intention.

In general, this chapter has addressed the literature review which investigated the issues associated with turnover on an overall basis and particularly in regards to turnover intention. In fact, the research in its entirety concentrates on lecturer turnover, as well as its motivating factors, and consequences. The literature pointed out that the effect of the high rate of turnover for instructors in schools with many minority students might have a negative impact on the educational performance and attainment of those students, especially if their replaced instructors are not well qualified to a sufficient level.

In addition, the chapter has highlighted the determinants of turnover intention among faculty members in six dimensions: job satisfaction, organisational commitment, interpersonal relationship, working environment, payment justice, and turnover intention. The previous research papers have revealed that the substitution of experienced and qualified employees with an unqualified new recruitment will necessitate increased service costs due to inexperience, disruption to service, overloading and overworking of remaining staff, low morale, and damage to company reputation. Following on from this, the next chapter presents the research methodology that was adopted and implemented for the present study.

Chapter Three: Research Methodology

3.1 Introduction

The process of obtaining answers to particular questions in a systematic manner is known as the research methodology. Moreover, a research methodology contains various phases and methods that are employed by researchers in order to analyse the viability of the topic in relation to any specific research study (Collis and Hussey 2009).

It is sometimes the case that there are multiple ways to achieve a specific goal. This includes the investigation into the determinants of turnover intention among faculty members at Saudi universities. However, each researcher makes deliberate choices in the methods that are intended to differentiate his or her research from similar studies that have been undertaken in relation to the topic. Overall, the research methodology is a documented compendium of steps that the researcher took to arrive at the intended destination of the research.

This chapter aims to achieve the research aims and objectives that will help outline and justify the approaches, together with the methods that are chosen in the implementation of the current study. In total, various different approaches exist in the process of data collection for a variety of research forms, and as a consequence, this chapter defines the approaches and methods that have been decided upon as the most beneficially suited to deliver a clear interpretation of determinants that lead to faculty member turnover intention in Saudi Universities. Moreover, a short explanation for each individual methodological tool will be presented in the chapter to detail its use in the collection of data, and also the chapter outlines precisely how this collated data is duly analysed and interpreted. In addition, the chapter discusses reliability considerations and the overall validity of methodological tools in regards to the results, together with the limitations of the study and generalisations that are ascertained. These factors function together with the researcher's theories and models that have been implemented to find and locate the variables and correct models for the current study. Lastly, the ethical issues that relate to this research are also detailed and explained.

The aims and objectives of this research have also been delineated in the previous chapters. This chapter is mainly concerned with justifications for why a certain philosophical stance was adopted by the researcher and what research design has been developed to answer the research questions in ways that are unique to this study, particularly in the research strategy, data generation methods and data analysis method that will help derive findings. Additionally, this chapter traces the epistemology and theoretical perspective, before further delving into the research methodology.

3.2 The Research Onion

The research onion model, which was developed by Saunders *et al.* (2011) has been one of the most commonly discussed methods to be recommended for implementation in the current study, together with alternative methodologies that have been suggested in the literature that could be used in a doctoral research (See Figure 3.1). In accordance with Figure (3.1) that is presented below, it is possible to view that the philosophical layer is shown by the overarching layer, and that demonstrates exactly what a researcher is required to adopt when commencing a form of research. The study by Saunders *et al.* (2011) defined *methodology* to be a process of finding more knowledge, and a manner to test different theories, as well as a way to provide additional knowledge for an individual's current knowledge, which is founded from the question of research. Moreover, the methodology is defined to demonstrate through the same study as a way to locate the correlation between epistemology, overall methodology, research methods, the issues with research, theoretical perspectives. Additionally, Collis and Hussey (2009, pp. 71) defined research methodology as "the process followed by a researcher to realise the aim and objectives of a particular study". In addition, it helps the researcher by choosing the foundation of how the study will link each section and make an informed choice. The research methodology contains many elements that should be noted by researchers when conducting their own study, which can include the total approach to research, together with techniques of data collection analysis that can occur (Collis and Hussey, 2009). What is more, the overall development and nature of knowledge have both been detailed through the demonstration of that specific layer of the model that concerns different philosophical issues (Saunders *et al.*, 2011). A further

comprehension of exactly what constitutes acceptable knowledge (epistemology) and the nature of reality (ontology) are included from these philosophical concerns.

Certain scholars have determined that research can be more than merely a defined method (Code, 2002), although this varied concept was challenged as only stemming from a set perspective and not totally realistic (Reinharz, 1992: pp. 243-4). Nonetheless, all research studies are always required to adopt a strong philosophical stance, as when this is not offered, a levelled risk becomes evident in relation to not fully comprehend the full notion of the research study that is being undertaken. Therefore, the following sections provide a critical review for one major epistemological issue that is interpretive, and two ontological issues that are either objective or subjective, which will assist in understanding how the epistemological and ontological aspects have affected the current investigation. Subsequently, this will lead to highlight which established philosophies are required to be adopted, and which are widely utilised by different scholars.

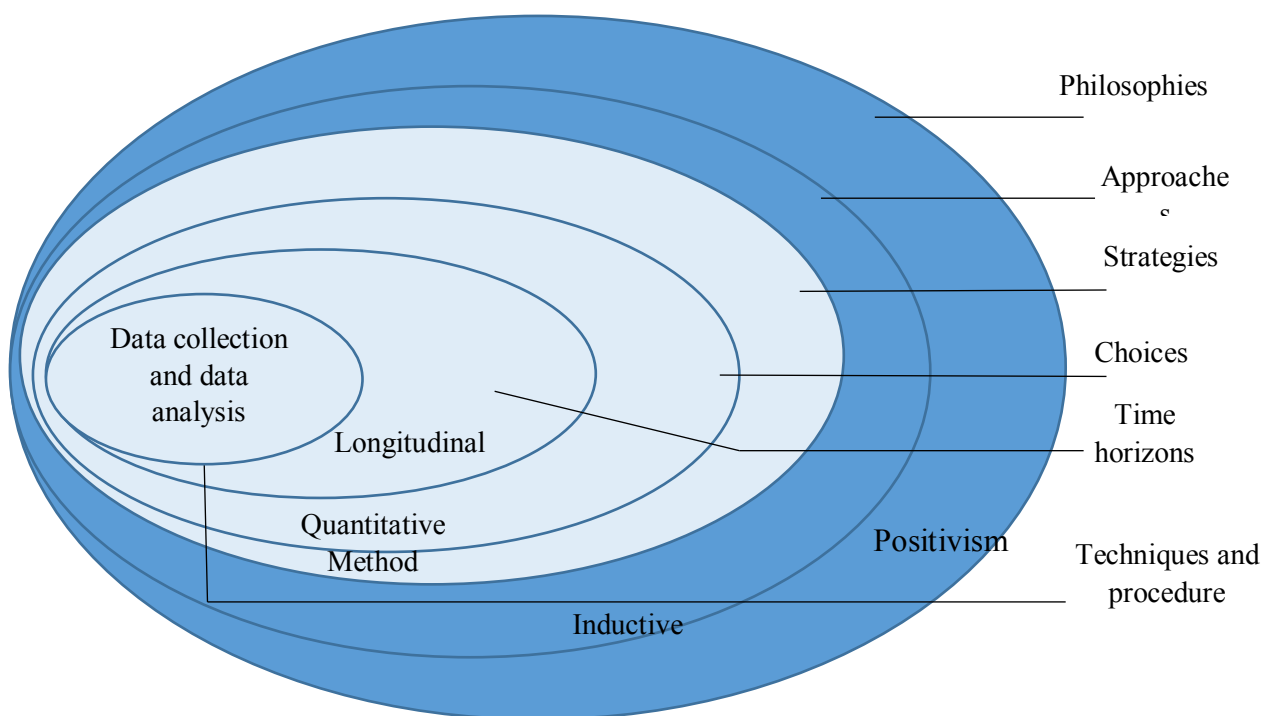


Figure 3. 1: The Research Onion Model Proposed By Saunders et al. (2011), p. 138

3.3 Research Question

The main purpose of the current research is to investigate the determinants of turnover intention among faculty members at Saudi public universities. From this aim, the following question is derived:

What Are The Determinants Of Turnover Intention In Faculty Members At Saudi Universities?

This main question raises the following sub-questions:

1. What is the status of turnover intention in faculty members in Saudi Arabian universities?
2. What are the demographic variables that affect a faculty member's turnover intention?
3. What are the organisational factors that affect a faculty member's turnover intention?
4. What are the personal factors that affect a faculty member's turnover intention?

These questions are believed to be significant, as they address a spectrum of issues that are believed to contribute the '*glass ceiling*' in the university employees sector. Also, there is a significant impact of job satisfaction in relation to faculty members' turnover intention within the Saudi Arabian Universities.

3.4 Ontology and Epistemology

The researcher will clarify, through the following sections, the ontology and epistemology that are comprised within this current research. In accordance with the research, ontology, epistemology and methodology are the three different elements of a research philosophy (Guba and Lincoln, 1994). It is through ontology that it becomes feasible to gain a philosophical assumption about the nature of reality and the specification of a conceptualisation (Scotland, 2012). In fact, the word "ontology" appears to provoke a considerable amount of debated controversy, as it refers to the subject of existence through its lengthy history in philosophy.

However, while researchers apply ontology to investigate a perceived 'reality', the epistemology refers to what exact correlation exists between that 'reality' and the researcher. This subsequently directs the study to the methodology technique, which

the researcher utilises to investigate that reality. The origin of epistemology stems from a Greek word that corresponds as the philosophy of knowledge and how a person knows the world. The methodology, on the other hand, is to study exactly what methods the person utilises to try to gain a better understanding of the world, after firstly comprehending how they gained such knowledge. Collis and Hussey (2009, p. 334) formulated that epistemology is “a philosophical assumption about what constitutes valid knowledge in the context of the relationship of the researcher to that being researched”. Furthermore, scientific paradigms have been synthesised into four distinct categories: constructivism, critical theory, positivism, and realism (Scotland, 2012).(See Table 3.1).

Table 3. 1: Qualitative Research Philosophy

Elements	Positivism	Critical theory	Constructivism	Realism
Ontology	Reality is real and apprehensible	“Virtual” reality shaped by social, economic, ethical, political, cultural, and gender values, crystallised over time	Multiple local and specific “constructed” realities	Reality is “real”, but only imperfectly and probabilistically apprehensible
Epistemology	Objectivist findings–true	Subjectivist value-mediated findings	Subjectivist created findings	Modified objectivist findings–probably true
Methodologies	Verification of hypotheses, chiefly quantitative methods	A “transformative intellectual” who changes the social world within which the participants live	Researcher is a “passionate participant” within the world being investigated	Investigation of research issues by qualitative and some quantitative methods, such as structural equation modelling

3.5 Research Philosophy

The concept of phenomenology has been found as socially formulated where generally people themselves are what provide meaning. In fact, the idea stems from the opinion that our perceived reality is not objective and external. In addition, phenomenology directs its study through how people comprehend the world by

different approaches (Easterby-Smith *et al.*, 2008: p. 43). However, this was not a universal practice, as certain social scientists argued against such an approach. According to Easterby-Smith *et al.* (2008: p. 44) “research philosophy consists of three different types of task: first, the collection and interpretation of the data required to answer the questions investigated is brought forward by new clarity in the research design and its methods and techniques, second, researchers are guided by the philosophy towards what are the best research designs, but to also comprehend the limitations of these designs, and third, researchers are guided to generate new innovative research designs that are contrasting to their prior experience, while also helping to adapt designs in accordance with the constraints of subjects or knowledge structures”.

The philosophy of research is the character that is included for analysing, collecting and utilising data in regards to any specific topic that is capable of being thought of as a method and tactic that a research incorporates into his/her work. Invariably, two individual notions exist within the design of research, which have alternative philosophies associated to them. These are made up by epistemology, which is referred to as a true notion, and the philosophy of doxology, which is also perceived to be a true concept. As a consequence, the most imperative aim of these separate approaches is to be able to develop concepts that are perceived or believed into those that are then proven to be known. Hence, two basic research philosophies have emerged from these notions of research that are both to be found in the scientific tradition of the West, which stems from the positivist, together with the interpretivist approach (antipositivist as it is often known as) (Schadewitz and Jachna, 2006).

Positivists perceive reality to be stable and are capable of developing from an objective viewpoint in order to observe and describe without the focus of the study being interfered with (Bashir *et al.*, 2008). Thus, observations need to be flexible and repeatable, while this focus of study is required to be isolated by different followers. In general, the treatment and manipulation of reality, together with divergence in only a single independent variable is normally included within this style of research, in order for regularity identification to occur, as well as to configure the correlation between certain elements that comprise the surrounding social reality. Indeed, it is considered through this specific approach that predictions may be formed as based on

fact or realities that have been detailed and explained previously, alongside their overlapping relations (Englander, 2012). According to Bashir *et al.* (2008), positivism has been formulated through time, and is an integral part of society, as knowledge that is not defined as positivist is classified as invalid due to being thought of as simply scientific. Furthermore, positivism was appropriate for all the social sciences due its natural connection with both the physical and natural sciences. However, there has in-depth discussion concerning whether the social sciences can be judged through the positivist approach (Greasley, 2008). In fact, positivist thought encounters some obstacles and difficulties, which can be ascribed to the inadequacy or inappropriateness of the positivist model for the domain, such as the notice and clear inconsistency and differences in results. Also, positivism has certain claims on truth and reality that might have been previously believed to be immeasurable under the positivist paradigm, and so remained unsearched (Schadewitz & Jachna, 2006).

In terms of their philosophy, interpretivists assert that reality can only be fully realised and understood via personal intervention and personal interpretation of it. Moreover, the study of phenomena in their natural environment is fundamental to the interpretivist paradigm, along with the recognition that scientists cannot avoid affecting those phenomena they study. Scientists do acknowledge that there may be various explanations and interpretations of reality, but maintain that these explanations are (in of themselves) a part of the scientific knowledge that they are pursuing and seeking to achieve (Englander, 2012).

Positivism is based on the adoption of social and mental study into the scientific method. As Positivism deals with the social and the mental, it seems logical that organizations that deal with the social and the mental might use or be investigated by Positivist approaches. In addition, the task of the Positivist philosopher is to analyse what scientists say. This does not mean that one must think of a 'meditative end to general conclusions', as they analyse the main sentence and hypothesis analysis logically, which does not demonstrate the words with no meaning, and makes an analysis of the relationship between cause and effect correlation in the experiment that does not require a relationship mentality (Greasley, 2008).

Table 3. 2: The differences between the two paradigms of Interpretivism and Positivism

Source: (Collis and Hussey, 2009, p. 207)

Positivism Paradigm	Interpretivism Paradigm
Tends to produce quantitative and qualitative data	Tends to produce just qualitative data
Uses large samples	Uses small samples
Concerned with hypothesis testing	Concerned with generating theories
Data is highly specific and precise	Data is rich and subjective

The key features of the two paradigms of Positivism and Interpretivism are shown in the table above. Positivism leads to an understanding that social reality is dependent on the research philosophy at work in the mind of the researcher. In Interpretivism, each researcher creates separate social realities by bringing a specially adapted research philosophy to bear on each piece of work, and this is something that Interpretivism can account for, unlike other approaches. Qualitative data is used in order for a clearer contextual understanding to be provided for the objectives set for any given piece of research. The interpretive paradigm is applied when there is no intention of gaining any statistical data, and so there is no reason to quantitatively collate and analyse any data. Above all, the interpretive paradigm focuses on a qualitative approach so that more in-depth detail can be obtained in regards to a given phenomenon (Collis and Hussey, 2009). According to what was outlined above, a positivist philosophy has been applied in this research, as it is more appropriate for the current study. Along with all the reasons and justifications mentioned above, it is relevant that the current research adheres to the quantitative data collection method, by following deductive methods.

Table 3. 3: Positivism Vs. Interpretivism**Source: (Collis and Hussey, 2009, p.208)**

Positivism	Interpretivism
Reality is individual and separate from the searcher, as it is objective and singular.	It is a multiple and subjective reality that the participants perceive.
The Researcher and topic of research are individual from each other.	Interaction with the topic of research from the researcher.
This form of research is totally unbiased.	It is acknowledged by the researcher that the research is valuable with evident bias.
A formal written style is required together with the context of the passive voice, while quantitative and qualitative terms and set definitions are accepted.	An informal written style is applied that utilised the active personal voice, with qualitative terms and limited definitions accepted.
Categories of the study are defined beforehand which focus on cause and effect. The research forms generalisations that define hypotheses, explanations and comprehension, with accurate and reliable results that are valid and reliable.	Categories of the study are identified in the process of the study, which is inductive to shape emerging factors. The research is also defined by context and the theories are enhanced for greater comprehension through Accurate and reliable findings.

The positivism is based on the adoption of social and mental studies on the scientific method. Thus, all social institutions, such as universities and schools should be turned to the organisations involved, and the status of the mental status of thinking which must be displayed by the new society. In addition to the task of positivism philosophy, it is necessary to analyse what scientists says that does not automatically mean ‘think meditative ends to general conclusions’, and analyse the main sentence and hypothesis analysis logically, as it does not show the words with no meaning. Indeed, it makes an analysis of the relationship between cause and effect correlation in the experiment, which do not need a relationship mentality.

3.6 Research Design

The design of research is the complete strategy which is implemented by the researcher that formulates answers to the questions of research questions to ascertain and explain both the objectives and aims of the study. This must remain logical, attainable and comprehensive, as well as maintain the capability to define the research

intention through a manner that does not cause any form of misunderstanding. Overall, various types of research designs exist, with each one addressing specific aims: Experimental, Descriptive, Correlational, and Meta-Analytic. Firstly, when control over the study conditions is gained by the researcher and factors are shown in relation to how they affect the results, this is defined as a scientific approach to research and known as an experimental design. Secondly, when researcher aims to collect data in relation to the studied topic, this is known as the descriptive approach, or static research. Thirdly, the correlational approach has the aim to stipulate the connection between two different forms of variables (Kumar, 2005). Fourthly, when the researcher combines and defines the results from varied studies in order to assess a pattern for conclusive findings, then a meta-analysis is being used.

In general, the attempts by the researcher to construct a theoretical background for the different determinants that affect the turnover intention of faculty members is identified by a deductive strategy through enhancing the gaps in the research, as it assists research hypothesis or question formulation, together with empirical tests or investigations (Lee and Soyray, 1995). In fact, the major determinants that affect turnover intention within the universities of Saudi Arabia are evaluated by the current study, through a foundation of turnover intention literature. It has been stipulated by the researcher that the current study needs to be structured correctly through the analysis of the correct data in order to answer the already outlined questions. Subsequently, the questions of the research are answered in the following section of the study, which analyses the data in order to generate the evaluation of the findings from the results. Furthermore, the final chapter presents the research contributions and conclusions, which are hoped to provide notable and applicable findings that relate to the foundations of determinants for overall turnover intention by employees.

The target population in the current study comes entirely from faculty members who work in public Saudi Arabian Universities within the province of Riyadh, as the research has been structured to explore the general determinants to the turnover intention of these set members of the country's workforce. Overall, a mix of both individuals from managerial and non-managerial levels comprise the participants of the study, which include management that encompasses all levels, whether lower, middle, or upper. The researcher incorporated a quantitative approach in order to be

able to analyse data that was seen to be appropriate, fitting, and realistic in order to ascertain a greater comprehension of the main reasons behind the choice and opinions of participants. Moreover, a survey was conducted throughout the institutions of Saudi Arabian higher education in order to address the exploratory nature of the research questions.

3.6.1 Descriptive Research

The basic aim of acquiring data is to create an accurate definition of vital findings that relate to a national population at any specific point in time, which is fundamental to descriptive research, which help provide accounts of a set topic in an accurate and descriptive manner. Hence, most studies commence with set questions in relation to similarities between set concepts, in order to understand alternative departments in an organisation, varied regional operations of an organisation, or alternative companies within the same field of industry, as the central objective of descriptive research is to ascertain and design a diagram of how the overall topic of the study is relevant. However, descriptive research designers or theorists are required to understand and function with the prior conception that descriptive approaches, together with the comparisons that come with them, assist in the final stimulation of decided insights that are useful, and potentially beneficial to create future hypotheses. Nonetheless, rather than testing the relations that are anticipated between variables, the descriptive approaches are incorporated principally to provide descriptions of variables (Lans and Voordt, 2002).

A descriptive approach is presented through the current research, which means that an inductive formulation is denoted as the base for the research. Thus, the research has been shown to commence through observations, prior to moving on to data collection and analysis. Yet, comparatively, different descriptive approaches within research assist in the process of acquiring data that is sufficiently accurate by providing a fundamental picture of phenomena that is being studied. Moreover, descriptive approach is specifically relevant to the present research, as an accurate and authentic description is fundamentally required in the identification of determinants to affect faculty members' turnover intention throughout the universities of Saudi Arabia. In total, the descriptive research characteristics have been characterised by a variety of different notions (Cresswell, 2003). Firstly, they are invariably limited to acquiring

facts without attempting to explain the reasons why reality is presented in a certain manner, which means that descriptive research is not required to create hypotheses, or produce innovative advancements to theoretical development. Secondly, descriptive research differs from prescriptive research as through description it becomes objective in nature, which means that it actually describes the true form of reality, whereas prescriptive research is primarily concerned with the concept of idealism to reality. Finally, the explanations are conducted by the reader or in relation to other disciplines through descriptive research that provides standard inventories as its most central point. Nonetheless, a sliding scale exists from the practical side in regards to the pure description to analysis, as well as to evaluation from interpretation, which has also been applied to the objective-subjective dimension (Lans and Voordt, 2002). Therefore, overall data is seldom objective in its entirety through analysis and interpretation, as human beings are prone to involuntarily instil bias within the research concepts that they work upon, even though they are guided by descriptive intentions.

3.6.2 Quantitative Approaches

In order to quantify a certain issue through the generation of numerical data, quantitative approaches are generally utilised, which can also result in data being potentially transformed into practical statistics. These quantitative approaches are utilised to quantify different attitudes and behaviours, as well as varied opinions and alternative variables, which can then be transferable to create a generalisation to a grander level of population. Furthermore, measurable data is used through quantitative research in order to formulate facts and create the perception of different patterns, which may be produced by intricately structured methods of collection that function better than the collection methods for qualitative data.

Quantitative Approaches are irrevocably different from qualitative methods, as they concentrate on the relationships between variables (Creswell, 2014). Moreover, they are formulated around the aggregation of data, with the majority taking numerical values. Additionally, researchers are less concerned with laying importance on in-depth descriptive phenomena, and they seldom study it directly, as they abstract themselves from the real world (Naslund, 2002).

In contrast, an array of facts in relation to phenomena is provided quantitative approaches, which incorporate a statistical analysis (Ticehurst & Veal, 2000). Through hypothesis testing, useful conclusions are constructed by the statistical evidence provided by a quantitative approach, with it contributing to a greater understanding of individual participants within the research and their varied experiences. Moreover, when research is defined as confirmatory rather than exploratory, the quantitative approach contributes more, as confirmatory research incorporates a topic of research that is frequently researched, and numerical data that is present from previous studies becomes available. The current study tries to create a measurement of the patterns to factors within the findings in order to demonstrate a clear comprehension of the different concepts and variables through the concepts and variables being duly measured on a ratio or ordinal scale, which is increasingly challenging with qualitative research (Creswell, 2014). Additionally, the quantitative researchers do not purely rely on the perceptions that they have decided upon, as an objective reality is widely accepted by them that decidedly affects the concept of measurement. Therefore, an *objective* researcher actively attempts to acquire set *facts* that are seen as distinct from the feelings or perceptions of different people in relation to varied facts, which are often developed in concept as "causes" and "effects." Indeed, quantitative methods formulate assumptions within their structure through the process of asking questions or posing hypotheses by incorporating words, such as "cause," "difference between," "effect," and "predicts," which all assist in the general quantitative research's aim of developing generalisations that allow better predictions, explanations and understanding of specific factors by the researcher. Overall, an informative and conducive study needs to be conducted consistently and objectively, which maintains research that is free of bias or error, as the quantitative methods' process and related procedures are integral to the final analysed results. Invariably, through an order of information in an arbitrator arrangement and the commitment to complete objectivity, the correct use of information is commonly utilised as part of a sound scientific method. This is vital in order to be regarded as valid (accurate) and reliable (consistent) (Rubin *et al.*, 2009).

The overall efficiency of descriptive research, as well as the quality of descriptive research is commonly labelled by critics to involve a lack of adequate planning procedures, minimal research methods' development, and insufficient implementation

of the methods of research. Those scholars and individuals who fail to comprehend the full defined narrative of descriptive research start to produce misconceptions in relation to this form of research, as they also generally fail to understand the general objectives that are outlined within descriptive research, and the methods of alternative approaches that can be utilised effectively in order to divulge more enhanced information (Bamberger, 2013). Nevertheless, quantitative surveys have been utilised increasingly more in research for education, as they enable specific educational questions to be analysed and evaluated successfully, which helps demonstrate the imperative nature of descriptive research to a study. Hence, the current study distributed a questionnaire to various different individual faculty members in order to be able to answer questions related to faculty member turnover intention and the factors that affect it.

3.7 Research Strategy

Various research strategies exist that present the possibility to be implemented into the process of primary data collection. It has been stated that case studies, ethnographic studies, and action research are all parts that are comprised by a qualitative approach to research (Myers, 2013). What is more, experiments, surveys, case studies, ethnography, and action research, cross-sectional, and longitudinal studies may all be incorporated into the quantitative research approach (Saunders *et al.*, 2009). Similarly, social science research studies have a variety of research strategies that are put strategically in place, which can invariantly include: experiments, surveys, histories, analysis of archival information and case studies (Velde *et al.*, 2004). Additionally, Yin (2008) provides three possible criteria that are possible to be utilised in the appropriate strategy selection for a certain research topic: the method of stating how the research presents the type of research question; the method to distinguish the level of actual behavioral events that the investigator is capable of controlling, and the form that the study focuses on contemporary events and not towards historical events. As a result, the researcher subsequently became capable of identifying the questionnaire strategy as the most relevant form of analysis strategy for the present research (Velde *et al.*, 2004; Yin, 2008).

Therefore, the Questionnaire is known as a decided tool for collecting data on the subject of a search by a specific form that is then filled in by the responders. Also, it is

one of the cheapest ways to collect data on a particular topic, through a section of a very large group of people, where through this data the work of an analytical study could be worked. It is important to know that the effort to bring out the questionnaire design places a strong hand placed on questions and size, as well as the shape of ejected inevitably that provides data that can be utilised to make a decision in regards to that particular subject of study and scrutiny. Moreover, it has been stated that it is vital to create a questionnaire to be structured through initially defining the stages of process, before defining the testing and finishing with detailed extraction results (Sekaran, 2003). As the final results are dependent on the interdependence of the complete formulation of stages, it means that every stage is required to be designed with detail.

However, the questionnaire process may be expensive in terms of design and extracting results, even though it is true that the data that are acquired are decidedly cheaper through a questionnaire than other means. As a consequence, the choice of a questionnaire strategy in the process of data collection can be summarized through a series of valid points (Sekaran, 2003). Firstly, a greater number of individuals who are geographically separated can provide information simultaneously through a short time frame, in comparison with different data collection methods. Secondly, the management and organisation of a large amount of trained researchers is not required for a questionnaire, as the questions provide answers which are recorded from the transponders themselves. Thirdly, the questionnaire stimulates reliable and correct information, as the information is increasingly objective with the questionnaire not noting the actual name of the respondent. Fourthly, the researcher is provided with the conditions of rationing information through the analysis of data that is provided by the questionnaires, as words can be limited and the detail of the questions' order within the questionnaire can enhance the questionnaire's value to a study. Fifthly, the questionnaires diminish the pressure of scrutinising information, as sufficient time is provided for individuals to contemplate what they want to answer within the questionnaire. Sixthly, the individual participants provide adequate opportunities to contemplate their answers without due psychological stress. Seventhly, as the questionnaire is capable of being distributed in set sections, it becomes more representative of what is post-studied. Lastly, specific data details, which are

perceived as embarrassing or sensitive and not divulged within an interview, are commonly stated through the unpressurised nature of a questionnaire.

3.8 Research Approach and Justification

Research approaches encompass either a deductive approach or an inductive approach. Deductive approaches test theories depending on a literature review. Hence, one obtains a hypothesis, a general starting point, and a specific end point. Furthermore, in this method of research, the researcher gathers data and then formulates hypotheses that can then be examined or tested quantitatively and qualitatively (Schadewitz & Jachna, 2006). Inductive approaches are often associated with qualitative research, and are characterised by processes in which the researcher collects data and develops a theory as a result of data analysis (Schadewitz & Jachna, 2006). However, with the use of a qualitative study, there is the possibility of adopting several different instruments in a given piece of research. There are various methods, ranging from controlled experiments or examining official statistics to survey data, and some of these may in fact be inappropriate for certain tasks within the social sciences (Adams & Cox, 2008).

The process of applying a deductive research approach traditionally includes an investigation of a clearly determined and well-formulated problem. This depends on examining theories and making a shift from the theoretical to an empirical statistical examination. On the other hand, when an in-depth, multi-perspective enquiry into a social or human issue is required, a deductive approach is generally utilised to provide the results. Deductive research starts with the development of an empirical investigation, which is conducted using a positivist approach so that a corresponding theory can subsequently be developed (Creswell, 2003). Unlike the deductive approach, the inductive approach aims to conclude with a theory, moving away from researchers who actively start with one, as any emerging theory is developed systematically using the data collected.

Many differences exist between the deductive and inductive approaches, and one of the most valuable to research concerns how the existing literature and theories are both combined to structure any inquiry which is led through the use of these approaches (Phellas *et al.*, 2011). The tables below offer a detailed view of the

deductive and inductive approaches, and provide a starting point for comparisons between the two (Schadewitz & Jachna, 2006).

Table 3. 4: Inductive and Deductive Research Approaches
Source: (Schadewitz and Jachna, 2006, p. 219)

Deductive	Inductive
Scientific principles	Gaining an understanding of the meanings humans attach to events
Moving from theory to data	A close understanding of the research context
The collection of quantitative and qualitative data	The collection of qualitative data
The need to explain causal relationships between variables	A more flexible structure to permit changes as the research progresses
The application of controls to ensure validity of data	A realisation that the researcher is part of the research process
The operationalisation of concepts to ensure validity of data	Less concern with the need to generalise

It goes without saying that the success of any research project crucially relies on the selection of an appropriate research approach, and this should be strictly guided by the research questions and the current knowledge that one has in the research area in question. As previously discussed, more research aims may be effectively achieved through merging different research approaches.

The approach that is followed in the current study is a quantitative approach (questionnaires). The main idea behind following a quantitative approach is the fact that it strongly influences the validity of the results in a positive way, as it structures the findings and provides substantial evidence to support the results to reflect a community's current situation in the present time, as well as the chosen sample (Kumar, 2005). Finally both of these approaches were chosen, as they are appropriate to the current study. Indeed, both approaches present different strengths, which when combined can cancel out the remaining deficiencies from one another, as researchers achieve the most beneficial stances of each method whilst overcoming their weaknesses. Invariably, as a form of data collection, the questionnaire is perceived as both relevant and simple in its manner. The current study has aimed to investigate individuals who are living in another country, and without a questionnaire, and it

would be increasingly hard to access the individuals whom the researcher is attempting to study.

When researchers decide to apply quantitative approaches, they often take explicit and diverse philosophical positions, which are usually considered to be bridges that connect social constructivist and post-positivist worldviews, transformative perspectives, and pragmatic perspectives (Holmes, 2009). In fact, there are various reasons for using the quantitative approach. Firstly, a great array of details involved within the phenomena are presented through the quantitative approach, which involves a statistical analysis, as this specific approach constructs conclusions by utilising varied statistical evidence for hypothesis testing (Ticehurst & Veal, 2000). Moreover, a quantitative approach contributes to a more in-depth comprehension of different participants' experiences and situations, as well as stating the times when the study in question is a frequently researched topic (confirmatory), together with the analysis of numerical data from earlier research, which differs greatly from exploratory research. Additionally, the quantitative researchers do not purely rely on the perceptions that they have decided upon, as an objective reality is widely accepted by them that decidedly affects the concept of measurement. Therefore, an *objective* researcher actively attempts to acquire set *facts* that are seen as distinct from the feelings or perceptions of different people in relation to varied facts, which are often developed in concept as "causes" and "effects." Indeed, quantitative methods formulate assumptions within their structure through the process of asking questions or posing hypotheses by incorporating words, such as "cause," "difference between," "effect," and "predicts," which all assist in the general quantitative research's aim of developing generalisations that allow better predictions, explanations and understanding of specific factors by the researcher. Overall, an informative and conducive study needs to be conducted consistently and objectively, which maintains research that is free of bias or error, as the quantitative methods' process and related procedures are integral to the final analysed results. Invariably, through an order of information in an arrangement and dedication to complete objectivity, the correct use of information is normally implemented as part of a sound scientific method. This is imperative in order for accurate validation and consistent reliable data (Rubin *et al.*, 2009).

Another important reason that has forced the researcher to adopt only the quantitative approach for collecting data for the current research comes from that the researcher has in fact tried to design a questionnaire with questions that are related to the aims and objectives of the research, and has distributed it to a sample of faculty members in Saudi Arabian Universities. Finally, a quantitative approach supports the researcher in generating a conclusion and a statistical analysis by offering the flexibility of repeating data collection to verify and validate the model that is subsequently constructed by the researcher (Amaratunda *et al.*, 2002).

3.9 Population and Sampling

The individuals who are selected for a study comprise an overall sample, which is defined as a selection of a number of individuals in representing a larger group of a population from where they were initially selected (Barreiro and Albandoz, 2001). This target population refers to the entirety of members from a formulation of people, events, or objects that are either real or hypothetical, as the researcher attempts to create a generalisation of the findings from the results of the study (Barreiro and Albandoz, 2001).

The term "*Population*" may refer to the complete set of observations (measures) in relation to which would like to draw conclusions, and there are two interesting features about this definition. The first is that, in this usage, the word does not refer to people but rather to some observed characteristics. Secondly, this definition clearly indicates that the set of observations which constitute the population is determined by the specific interests of the investigator. Indeed, "the principal use of statistical inference in empirical research is to obtain knowledge about a large class of persons or other statistical units from a relatively small number of the same elements" (Draugalis *et al.*, 2009). In addition, Cochran (2007) argued that the researchers cannot always observe and examine each section of the target study under controlled circumstances, and therefore resort to sampling. However, prior to enhancing the details, it is best to define the meaning of the terms 'population' and 'sample'.

Sampling is defined as "the process of selecting a number of individuals to represent the larger group from which they were selected. The individuals selected comprise a sample and the large group is referred to as the population" (Draugalis *et al.*, 2009). Moreover, Barreiro and Albandoz (2001) defined the sample and population as

follows: "Sampling means selecting a given number of subjects from a defined population as representative of that population. One type of population distinguished by educational researchers is called the target population. By target population, also called universe, we mean all the members of a real or hypothetical set of people, events, or objects to which we wish to generalize the results of our research. The advantage of drawing a small sample from a large target population is that it saves the researcher the time and expense of studying the entire population. If the sampling is done properly, the researcher can reach conclusions about an entire target population that are likely to be correct within a small margin of error by studying a relatively small sample". Subsequently, sampling involves choosing a part of the population, and therefore, it is important to select the correct sample.

The target population for the current research encompasses faculty members (both male and female) who work for public universities in the region of Al-Riyadh with Saudi Arabia. The study focuses on the following five universities: King Saud University, Al-Imam University, Prince Salman University, Al-Mujam'ah University, and Shaqraa' University. Those universities were chosen for several reasons, such as: they are very well known universities in Al-Riyadh; they have different categories of employees from different cultures; and their procedures and staff facilitate the data collection objectives, in contrast to other universities where data collection was more difficult. The overall population stood at 14,363 faculty members across the five institutions. The chosen sample consisted of 375 faculty members from the five universities, as it has been stated that for a population comprised of 15,000 members, the minimum sample should be 375 (Cochran, 2007). The data collection will be achieved through a questionnaire which will be designed on the basis of previous studies, and which will be distributed to a representative random sample of faculty members from each university. In addition, the sample size is determined depending upon the time available for data-gathering.

3.10 Data Collection

In order to obtain sufficient data for the current research, two main sources have been used in the process of data collection, which are noted as primary and secondary sources:

3.10.1 Primary Sources

The present study uses a questionnaire as the principle primary source, which also incorporates a design to the specific objectives of the study and an in-depth description that provides an explanation and justification for the contents of both tools, as well as to provide additional descriptions in relation to the sources.

3.10.2 Secondary Sources

Scientific books, previous studies, and research that have been published in scientific journals and periodicals aid a researcher in the process of an investigation, which relate to secondary sources, and define the concepts that are addressed throughout the research. The overall work within the current study has been designed through theoretical aspects that have been enabled by new constructs that have been obtained from secondary sources in order to define a clearer detailed background, and to stipulate specific implemented measurements in the process of primary data collection.

3.10.3 The Questionnaire

Questionnaires are essentially a specifically noted list of questions that are often defined as a basic form of acquiring and recording different data or information in relation to a particular topic of study, which are put together with unambiguous instructions, as well as adequate spacing for details of administration and answers. These questionnaires are required to distinguish set aims that are related to the final research objectives of a specific study, while it is imperative that the intended utilisation of results from a questionnaire is outlined with clarity. Moreover, participants need to be informed to the exact manner and time that they will receive feedback in relation to the results, so that they are made clearly aware of the research stated objectives when it is possible to do so (Adams & Cox, 2008).

In general, there is a connection that exists between structured questionnaires and quantitative research, which means that there is an evidential association between questionnaires and research that attempts to focus on numbers, in regards to the questions of *how many? how often? how satisfied?*. Thus, it is possible for questionnaires to be incorporated in a wide range of survey situations (Greasley,

2008). Indeed, Phellas *et al.* (2011) stated that questionnaires are normally utilised for the following reasons:

- To obtain information that is factual, with the aim of utilising the data in order to determine the classification of individuals and their conditions or circumstances.
- To obtain information that is seen as direct and clear in relation to the behaviour of people.
- To analyse the central opinions of a set group of individuals, together with their attitudes that relate to a specific topic.
- To ascertain the different levels of satisfaction from customers in regards to a particular utilised product or service.
- To acquire information and formulate basic form over a defined remit of time with the notion to test different changes.

In regards to the most beneficial practice, questionnaires are required to be used in order for investigations, discussions, and explorations into complex issues that can be utilised in greater depth, as well as to possibly create an exploration into challenging perceived issues of controversy. What is more, questionnaires must not be utilised as merely an option of ease, which are perceived to require minimal effort, as is commonly determined by certain researchers who implement them.

for the current research in order to be conducted correctly, a questionnaire has been incorporated according to the set goals and variables, which is designed in such a manner that ultimately notes and utilises the findings from existing literature that is deemed sufficient for the research purpose. Subsequently, this is adhered to thorough review of the contents that relate to the terms of the determinants that consequently affect (directly and indirectly) turnover intention, as well as overall turnover. This questionnaire was distributed through sending it to university email, which had been anticipated as functioning quicker and more efficiently than conducting online surveys, although it must be noted that this would be challenging in more geographically diverse studies.

Table 3.5: Advantages and Disadvantages of using questionnairesSource: (Phellas *et al.*, 2011)

Advantages	Disadvantages
<ul style="list-style-type: none"> • Possibility to contact a greater amount of individuals at a competitive and relative low cost, which is by post and by telephone. 	<ul style="list-style-type: none"> • The rates of response are often low by post, while refusal rate are high by telephone and face to face.
<ul style="list-style-type: none"> • It is not challenging to access individuals who are sometimes spread across a greater geographical area, or who live in isolated placed, which can be both postal and by telephone. 	<ul style="list-style-type: none"> • Bias is a predictable result, which is caused by minimal evident control over those individuals who complete a postal questionnaire.
<ul style="list-style-type: none"> • Participants are capable of completing questionnaires that are by post without time pressurisation, whilst a return telephone call-back may be arranged for a more convenient moment. 	<ul style="list-style-type: none"> • In regards to individuals who experience reading difficulties and/or impaired vision visual, alongside individuals who fail to understand written English, postal questionnaires are viewed as inappropriate.
<ul style="list-style-type: none"> • Questionnaires by telephone may make it more feasible for certain disabled individuals to be consulted. 	<ul style="list-style-type: none"> • Questionnaires by post or by telephone are required to be kept short and precise.
<ul style="list-style-type: none"> • Questionnaires that are face to face are capable of making it less challenging in the identification of obtaining the appropriate individuals for the questionnaire. 	<ul style="list-style-type: none"> • Specifically trained interviewers are a prerequisite of both telephone and face to face questionnaires.
<ul style="list-style-type: none"> • Questionnaires that are face to face actually enable the collection of a wider range of information, which utilise visual aids and can be made longer than postal and phone questionnaires. 	<ul style="list-style-type: none"> • It is seen that face to face questionnaires are often more labour intensive and expensive than alternative methods, as well as being excessively time consuming for all involved.

A covering letter was provided together with the questionnaire for each participant that detailed certain issues in order to attract a high response rate, which were: the overall purpose of the study, the response method, the research's aim, as well as information privacy. Multiple choice questions were incorporated into the body of the questionnaire for more vital quantitative details, while the variability of the set questions aims to initially meet the objectives of the research, and for data collection that is deemed necessary in the overall support of the research's result findings, discussion, and recommendations.

The questionnaire consists of the following :(See Appendix1)

- **First Section:** personal data that include 5 items, which aim to define the sample of the research and provide data in regard to their socio-demographic characteristics, as well their usage in assessing the differences in the response of the sample according to their demographic variables.

- **Second Section:** related to quality turnover intention, and divided into the following:
 - **First** dimension is entitled "Job Satisfaction": this section measures the job satisfaction between Saudi university employees.
 - **Second** dimension is entitled "Organisational Commitment": Determine the organisational commitment which the employees' needs, wants and complaints are addressed.
 - **Third** dimension is entitled "Interpersonal Relationships": refers to the inter-relationship employees and between employees and managers.
 - **Fourth** dimension is entitled "Working Environment": indicates the situation of the work area, and how much relates to the employees' comfort.
 - **Fifth** dimension is entitled "Payment Justice": this dimension demonstrates the revenue of work, is it justice between the employees or there is inequality.
 - **Sixth** dimension is entitled "Turnover Intention": this dimension measures the employees' intention that is related to turnover, in the aim to determinate how the previous dimensions effect upon it.

3.11 Methods of Analysis

Through the utilisation of the SPSS program, various statistical techniques are used in the data analysis from the completed questionnaires, while the following stage is formulated through taking the results of the questionnaires and discussing or comparing them with respect to different studies' findings. This incorporates a further consideration of determinants that have been mentioned previously in the chapter regarding different factors of work, such as: salaries, overall job satisfaction, tenure, and the relationships between colleagues. Additionally, more than one analysis factor and rationale is present in a systematic approach such as this. The questionnaire data analysis is detailed through an enhanced description below.

3.11.1 Data from Questionnaire

The questionnaire was distributed by sending it to university email, then send it to all of the required sample, or send it to some universities, then sent to a special link to the university and factually members to answer its questions. The questionnaires' results through the present study have been collected as actual physical '*hard*' copies, which

required the researcher to understand and analyse each answer separately, as certain answers are not always necessarily decipherable, or presented in a clear manner. Firstly, the copies had been examined manually, before the collected data was organised and arranged by SPSS analysis software, which was originally conducted in Arabic, and later translated over into English. Subsequently, certain statistical tests and methods are utilised that follow the data collection and arrangement, which are detailed below:

- Frequency analysis, which enables a clearer description of the demographic characteristics of a sample.
- Descriptive analysis, which functions as the average or normal value in relation to probability distribution, and is often referred to as the central tendency that is sometimes just to the centre of the distribution. Arithmetic mean, the median and the mode, as well as standard deviation are the processed structural points of central tendency, which may be calculated through a limited base of values, alongside the distribution of theory (i.e. normal distribution). In order to provide an indication regarding whether the attitude and agreement of a specific respondent were positive or negative in relation to the questionnaire's statements, the central tendency mean and standard deviation were both incorporated into the current study.
- Simple Regression may be used to test the effect of determinants on faculty members' turnover intention.
- The Cronbach Alpha can be utilised in order to process the assessment of the data gathering tools' internal consistency and reliability that are generally used as a way to provide reliability estimate for a set research test inside a specific study sample. It has been demonstrated that to think of Cronbach's Alpha as the average of the total split half reliabilities for a set of items can be seen as the most productive way to conceptualise it, as a split half reliability is defined as the reliability of a test or instrument separated into two sections, where each of the two parts comprise half of the entire test or instrument. Indeed, in order to provide an estimate of the reliability for the full length test instead of the half-length tests' reliabilities, the two halves need to be improved (i.e. the Spearman Brown Prophecy Formula)

- Pearson Correlation Matrix assesses the relationship between independent variables, and to avoid multicollinearity or overlapping in the independence variables.

3.12 Research Model

For the extraction of different variables to be implemented within the study, as well as the construction of the model in order to define the structural correlation between certain factors, the researcher depends upon major theories and models, together with predictors, determinants, and variables that lead faculty members to potentially resign from or stay at their universities in Saudi Arabia. The model of the study that will be mentioned and discussed below is derived according to Yin-Fah *et al.* (2010); Singh & Loncar (2010); Steel & Lounsbury (2009); Holtom *et al.* (2008); Perez (2008); Blomme *et al.* (2008); Elangovan (2001). These theories and models were discussed in detail in Chapter Two, although a quick review of these will take place in this chapter in order to address the study model and aggregate it with the methodology sections.

Organisational variables such as interpersonal relationships, payment, and working environments are selected based on the Social Exchange theory, which indicates that social relationships attempt to quantify distinct emotional effects of different exchange structures between different organisations. Thus, the investment of time and money in employees will create positive attitudes and an aura of respect towards an organisation. Moreover, a healthy environment in employee-employee or employee-manager relationships in any organisation is reflected positively in the feelings and emotions of the staff as a whole, and, in turn, their intent to leave reduces. In contrast, if relations are not as good as the employee wishes, their intention to leave increases as a consequence (Sierra & McQuitty, 2005).

Another model on which the researcher relies comes from Steel and Lounsbury's model (2009), the 'comprehensive withdrawal process', in which it has been stated that job (dis)satisfaction is one of the major factors that causes employees to intend to withdraw or actually leave. It is worth mentioning that employee values, job perceptions, and labour market perceptions influence withdrawal intentions. Since these factors are the main determinants of employee job satisfaction, these, in turn,

lead an employee to stay rather than to quit when these are perceived as satisfactory for them and vice versa when they are not satisfied with them.

Furthermore, the researcher also relies on the Theory of Planned Behaviour (TPB) that identifies the causes of behavioural intentions among individuals. It is believed that examining the antecedents of any behaviour and the overall context helps us to understand the process through which TPB components are linked to intentions. If this theory is used to examine environmental behaviours at a workplace, it will represent a successful tool for predicting intentional behaviours. As a result, TPB has undoubtedly been quite effective in accounting for intentional behaviours of employees, as the effects of some determinants leading employees to leave or stay are based on predictions made about the personal gains obtained from a particular behaviour (Greaves *et al.*, 2013).

In addition, the researcher also used the research by model 1978 (Perez, 2008) in which it has been proposed that there are two distinct decisional paths: staying or quitting. Once employees think about quitting and intend to search for an alternative, they then evaluate the effort required to leave. Consequently, they begin searching for another job and compare the available alternatives to the current job. Based upon the evaluation, the decision will either be to resign or to stay. Mobley, Horner, and Hollingsworth's sequential known model and theory indicated that two demographic variables (tenure and age) have an indirect effect upon turnover intention through job satisfaction and the probability of finding alternative jobs. Meanwhile, it should be noted that the model mainly focuses on job satisfaction as the major stimulator of thoughts of quitting, intending to search for a job, and intending to quit or stay.

These theories and models are mainly focused on the following types of determinants: demographical, environmental, organisational, and individual, all of which influence the cognitive thinking of the employee to react. Indeed, the overall influence may be positive or negative. Consequently, an individual will react to these determinants by either thinking of leaving or not.

3.12.1 Operationalisation of the Variables

In the current study, determinants of turnover intention are independent variables. However, faculty member turnover intention is a dependent variable. Despite the various studies on turnover intention and actual turnover, the subject of organisational

behaviour does not come together to yield a comprehensive framework of predictors of future moments of resignation. Generally, a wide range of factors and moderators facilitate the contribution to the interpretation of employee turnover. The determinants of turnover intention in faculty members in Saudi Arabian universities are examined in more detail in the following section.

Lee *et al.* (2012) was used to assess organisational variables in a sequence of ways. Firstly, the five measurement statements of the strength of co-worker relationships are: “the friendliness of co-workers is beneficial”, “co-workers support colleague in the workplace”, “supervisors’ support me in my work”, “There is good interactions between myself and my colleagues”, and “Good interaction is present between myself and my supervisors”. Secondly, through the use of four different statements, the work environment is ultimately assessed, which are: “I am able to cope with work tasks through my own personal judgment”, “I possess the equipment that is deemed necessary to enable the functionality of my job, as well as the correct tools”, “at work my company I am provided with suitable clothing by my company so that my work performance levels are facilitated”, and “an independent and healthy work environment is provided at work by my company”. Thirdly, four different statements are used in the assessment of payment and salary, which are: “My salary is very satisfactory in my opinion”, “my employee benefits are better than sufficient”, “when I complete additional work, I receive an additional bonus”, and “payment is consistent with performance, the overall education level, and duration of experience”.

Furthermore, organisational commitment has functioned as a measurement of the independent variable through the current study, together with job satisfaction. The 5-point Likert scales were utilised to state the responses for all items, which are measured from 1 to 5, with 1 as strongly disagree with a statement, and 5 being to strongly agree. In relation to job satisfaction. This division of items was made based on what previous studies had used, what has been found in those studies, and the effectiveness of the item in covering the variable. Responses were recorded using 5-point Likert scales, ranging from 1= "Not Satisfied" to 5= "Extremely Satisfied" (Sekaran, 2004).

On the other hand, the dependent variable is faculty member turnover intention, which is assessed by a three-item measure. This measure was based on Mobley, Horner, and

Hollings' Worth Theory. The items are: (1) "I think a lot about leaving the organisation", (2) "I am actively searching for an alternative to the organisation", and (3) "as soon as it is possible, I will leave the organisation". Responses were collected using 5-point Likert scales from 1= "Strongly disagree" to 5= "Strongly agree". The minimum score is 1 and the maximum score is 5. Higher scores indicate a higher intention to leave (Yin-Fah *et al.*, 2010).

Various previous studies have paid attention to the phenomenon of turnover intention and the main determinants that drive employees to leave. The originality of the current research lies in the variables chosen to identify the major determinants of turnover intention in faculty members at universities in Saudi Arabia.

Independent Variables

Dependent Variables

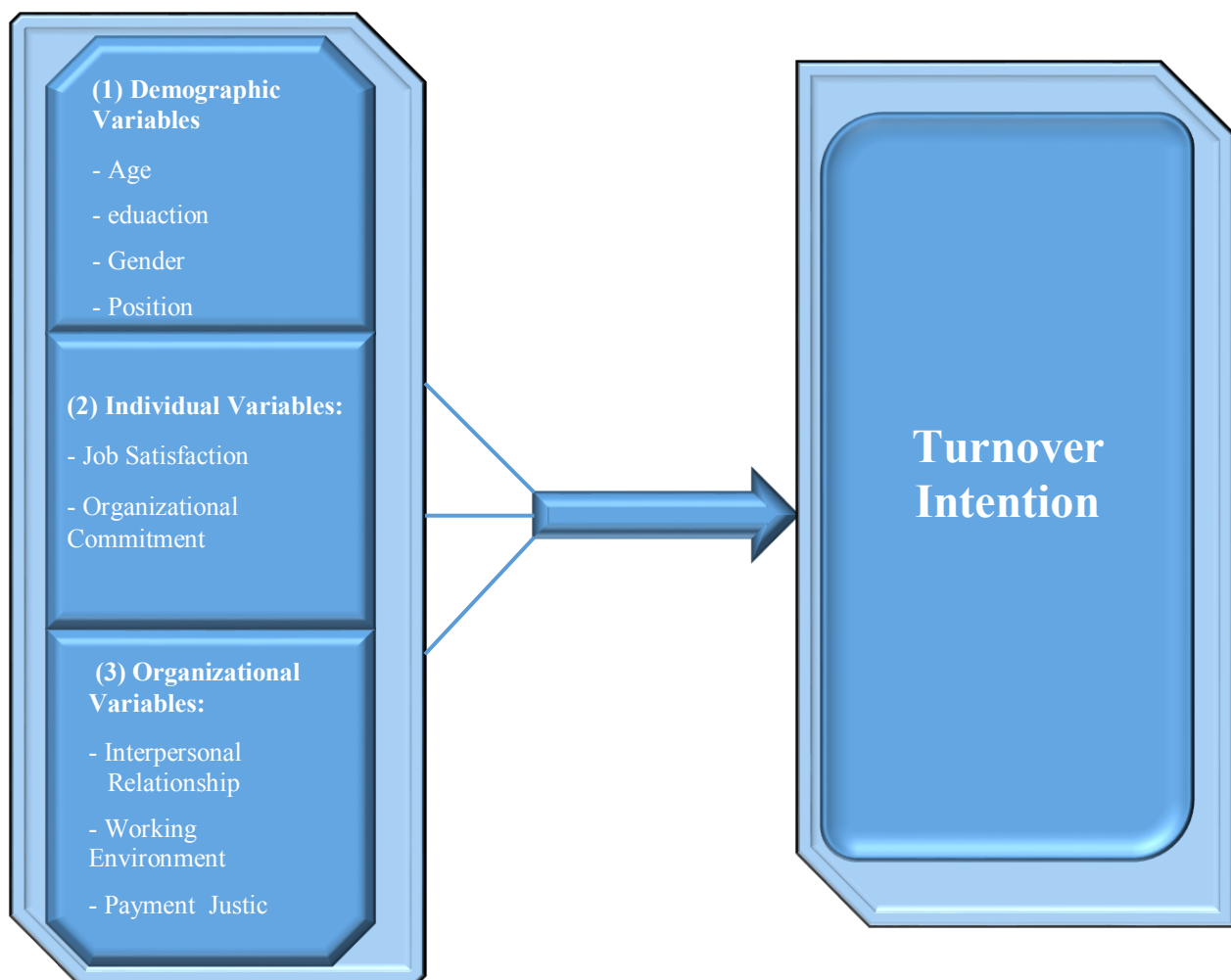


Figure 3. 2: Research Conceptual Model

(Yin-Fah *et al.*, 2010; Holtom *et al.*, 2008; Steel & Lounsbury, 2009; Perez, 2008; Elangovan, 2001; Singh & Loncar, 2010; Blomme *et al.*, 2008).

3.12.2 Research Hypotheses

The proposed research model shows how the independent variables (determinants) and the dependent variable (turnover intention) are related to each other and influence each other. Additionally, Figure 3.2 displays determinants leading to faculty member turnover intention based on the collected factors that are the focus of the current study. The determinants of turnover intention are divided into three sections as follows: the demographic variables of the faculty members, the organisational variables for the Saudi universities of the faculty members, and individual variables for faculty members at the Saudi universities. The study also divides demographic variables into the age and education of faculty members and their effects on the intent to leave. The second section investigates the effects of the organisational variables (interpersonal relations, payment and working environment) in the selected Saudi universities on the intent of faculty members to leave. The third section is concerned with individual variables such as job satisfaction and organisational commitment in faculty members at the Saudi universities and their effects on the overall intent to leave.

Based on the literature review, the research hypotheses are developed as follows:

H1: There is a significant impact of faculty members' demographic variables on turnover intention at the Saudi Arabian Universities.

H1.A: There is a significant impact of a faculty member's age on turnover intention at the Saudi Arabian Universities.

H1.B: There is a significant impact of a faculty member's education on turnover intention at the Saudi Arabian Universities.

H1.C: There is a significant impact of a faculty member's gender on turnover intention at the Saudi Arabian Universities.

H1.D: There is a significant impact of a faculty member's position on turnover intention at the Saudi Arabian Universities.

H2: There is a significant impact of organisational variables on faculty members' turnover intention at the Saudi Arabian Universities.

H2.A: There is a significant impact of interpersonal relationships on faculty members' turnover intention at the Saudi Arabian Universities.

H2.B: There is a significant impact of working environment on faculty members' turnover intention at the Saudi Arabian Universities.

H2.C: There is a significant impact of payment justice on faculty members' turnover

H3: There is a significant impact of individual variables on faculty members' turnover intention at the Saudi Arabian Universities.

H3.A: There is a significant impact of organisational commitment on faculty members' turnover intention at the Saudi Arabian Universities.

H3.B: There is a significant impact of job satisfaction on faculty members' turnover intention at the Saudi Arabian Universities.

3.13 Reliability and Validity

Reliability and validity are two of the most vital factors that may be potentially considered in the process of evaluating or formulating a specific instrument (Ihantola and Kihn, 2011). Both reliability and validity are defined as statistical criteria that are utilised to assess the measure of whether the research process is positive or negative (Ihantola and Kihn, 2011). Moreover, reliability is brought through a connection with a specific instrument's consistency, which provides a reference to a measuring instrument's dependability, which stems from how, and to what level, a specific instrument produces the same results through repetitive trials.

Reliability has been defined as the extent to which a particular instrument is capable of measuring a set topic or reference phenomenon through population groups and time in a consistent manner (Drost, 2011). The literal meaning that is derived from reliability comes from the extent that an individual can rely on the data's source, as well as the overall data, which is authentic, dependable, genuine, reputable, sure, trustworthy, and unfailing. In total, the main measuring tool for reliability stems from consistency, which distinguishes that the reputation of the source is critical in different literary accounts, while the numerical data is not required to always be defined as reliable. In accordance with Ihantola & Kihn (2011), "the source – even official statistics – may not be wholly impartial. Populations may be undercounted. The samples used may be insufficient or not randomly selected. Confidence limits (margins of error) may be omitted. The rate of non-responses to questionnaires may be disguised. Respondents may not have been wholly truthful in their replies".

In general, reliability has been stated to present a demonstration of response consistency, as well as a clear examination of stability (Creswell, 2003). Likewise, reliability has been defined as an increase in the overall research's consistency and reliability, together with procedure documentation, and as the enablement and

structure of detailed procedures. The Cronbach alpha, which is reliability's alpha coefficient, was utilised in the current study for the questionnaires that measured internal consistency in order to achieve the best optimal level of reliability.

Three different fundamental methods exist which are accepted in the overall reliability of a measurement scale assessment: the test-retest, internal consistency, and alternative forms. Cronbach's alpha, which is the alpha coefficient in relation to reliability, was incorporated into the questionnaires for the current study in order to measure the total internal consistency, as it is considered a coefficient of mediate variables correlation. Nevertheless, previous related studies are not necessarily perfect or flawless, even following continuous reviews of the research, or after prestigious and academic journals have published them. Consequently, it is imperative that the overall validity and reliability of a study are represented, even following the review of published research (Drost, 2011).

The questionnaire was distributed in the current investigation to a specific group that was comprised of experts and academics, as the research hoped to reshape the questionnaire in order to enhance it in accordance with reviews and general feedback, through specific attention placed upon reliability. The Cronbach's Alpha that determines the survey data's consistency assists in measuring the reliability, as the reliability analysis's principle purpose is through its ability to determine the confidence in acquired. The reliability of the questionnaire for the technical sample is shown in the table below, which was set at (0.868), which means that the acceptable level of (0.60) has been met by all samples (Sekaran, 2004).

Table 3. 6: Cronbach Alpha Measure for Questionnaires

Variables	Number of Items	Cronbach's Alpha
The reliability for sample	43	.868

The next table presents the Cronbach Alpha for each individual variable separately:

Table 3. 7: Cronbach Alpha Measure for Variables separately

Variables	Number of Items	Cronbach's Alpha
Job Satisfaction	10	.739
Organisational Commitment	12	.751
Interpersonal Relationships	5	.797
Work Environment	5	.725
Payment Justice	6	.827
Turnover intention	5	.65

Validity has commonly been shown to demonstrate how specific outcomes have meaning, use and whether they are appropriate to specific outcomes and conclusions that result from varied test scores. Moreover, validity may be defined as whether an instrument is capable of measuring the factor that is supposed to assess (Drost, 2006). Overall, various measures of validity exist that provide more substantial indicators that relate to a particular set of research's quality. In essence, two types of validity are known exist, which are either internal or external. The internal validity relates to the usefulness and effectiveness of a hypothesis test that helps represent a research study's design, as well as the appropriateness of the research question (Golafshani, 2003). Comparatively, external validity relates to the possibility of research findings being generalised beyond the sample and setting of the actual analysed investigation (Drost, 2006).

Validity of the content, concurrent validity, and the validity of construct are the most frequent forms of estimating different measurements' validity. The validity of content relates to a measurement's ability to utilise all the specific dimensions of any social construct, with *face validity* being one of the distributing tools for experts and instructors. Concurrent validity refers to a specific form of evidence that may be acquired in order to provide justification of a test's utilisation in providing the forecast of varied findings, such as from an exam or pilot study. This concurrent validity is incorporated into the fields of sociology, psychology, and different behavioural or psychometric sciences, with the received results being tested by construct validity through previous conceptual theories (Drost, 2011). On the other hand, it has been mentioned that the most common ways to measure validity come

from content validity as the first one, which concerns whether a particular tool shows defined measurements to what researchers says it will or not, together with face validity as a basic content validity definition that involves an investigator asking certain individuals to demonstrate verification of the tool as valid for utilisation (Ihantola & Kihn, 2011).

Content validity can be evaluated through a more complicated manner, which is to ask recognised experts that are reliable in the field to provide their opinions in relation to the tool's overall validity. Similarly, other measuring tools for validity come from criterion validity, and both concurrent and predictive validity are measures of this form. The Concurrent Validity is a commonly accepted measurement, which is often utilised by a researcher when they are attempting a new appraisal tool's improvement and it is possible to create a comparison between the ratings from the new tool that are obtained and those from a tool that has been validated previously. Furthermore, how a tool may potentially hypothesise a future event of interest can be measured by the predictive validity. However, a correlation coefficient is always used in the process of measuring the criterion validity when there is an evidently high correlation, where the correct validity of the tool may be perceived.

The Construct Validity is the third measure that is utilised in the study, and this determines the correlation that exists between the taken measurement and an underlying theory. Researchers generally anticipate a reasonable relationship to exist through tests that measure different related areas when construct validity is shown, while the overall evidential proven construct validity may be instilled through the comparison of results that are obtained by acquiring results that are obtained using alternative forms of testing. Moreover, other individual characteristics of a person that are related can be measured, as well as the concepts that stem from the environment of an individual, which are potentially anticipated as effectual factors upon the performance of a test. When the correlation has been increased to a higher level, a correlation coefficient is utilised to measure the construct validity, as the tool is deemed to provide overall validity (Golafshani, 2003; Drost, 2006).

The validity measurement used throughout this study is the face validity and concurrent validity via the pilot study. In general, validity stems from distinguishing the accuracy of the findings from the researcher's perspective, and the quantitative

research's validity relates to whether it is feasible for the tool to measure what it has been set out to measure, which is undertaken through an examination and assessment of the content and assessment that has been revised previously.

3.14 Pilot Study

A pilot study is a summarised and limited copy of the planned study. The main objective of a pilot study is arguably to improve and revise the functions and procedures of the planned research. Gardner *et al.* (2003) pointed out that to gain a robust understanding of a pilot study, we should think of it as "a shakedown cruise of a new ship. In a shakedown cruise, the ship is put to sea for a short cruise to find out if all the systems work. No sailor would consider a long trip on a new ship without first checking whether the ship is seaworthy". Similarly, many research studies benefit from a pilot study to determine their 'seaworthiness'. Therefore, the main objective of a pilot study is not to gather research data, but to test and check research procedures, so that any required amendments and modifications can be made before the actual data is gathered. Furthermore, another goal of a pilot study is to identify whether the planned statistical analyses work, so that any problems or errors that arise via the pilot study can be fixed by changing the data collection procedures or the statistical analyses (Gardner *et al.* 2003).

From a statistical perspective, pilot studies are not effective for estimating the impact or efficacy of an intervention, and the strength of association in an observational study. The reason for this is that pilot studies are very small and so it is not possible to obtain a dependable and reliable appreciation or estimate of the effects of the study. Hence, as Abu Hassanl et al. (2006) determined, the confidence interval around the observed effect size will be very large, and all values lying within the confidence interval may be potential values of the actual effect size. The effect size that is identified in a pilot study is usually used to calculate, based on the confidence interval, the number of respondents required in a large trial in order for the effect to be statistically significant. The incorrect assumption here is that the resulting extent of the effects represents the true final outcome. Pilot studies can be used to give an indication of the difference in measurement, which related to the standard deviation and can be used for calculations for the main study (Abu Hassanl *et al.*, 2006).

Thus, based on the above, a pilot study is undertaken in order to detect design and instrumentation weaknesses, as well as to display proxy data that results from varied probability samples' sections. Overall, a pilot study comprises of data that is ascertained in order to create a small-scale exploratory research project utilises different levels of sampling, although it rigorous set standards are not applied, while the purposes of a pilot study (Abu Hassan1 *et al.* 2006) are to:

- Test the wording of the questionnaire.
- Test the sequencing of the questions.
- Test the layout and format of the questionnaire.
- Acquire a more substantial familiarity with the participants.
- Test the arrangements and organisation of fieldwork arrangements (when required).
- Produce trained fieldworkers (when required).

The test analysis procedures of the pilot study focus on the key factors that contribute to shaping the questionnaire, which then contribute to gaining the necessary data for answering the research questions afterwards.

3.15 Research Quality

Quality in any research must be considered by the research process, no matter the paradigm being applied. Thus, this research takes into account different aspects to maintain quality: trustworthiness (involving credibility in preference to internal validity, dependability in preference to reliability, the possibility to confirm the preference to objectivity, transferability in preference to external validity/generalisability), and ethical considerations (Shenton, 2004).

3.15.1 Trustworthiness

However, Lincoln and Guba 1985 stated that the main issues of trustworthiness are: "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth making account of? What arguments can be mounted, what criteria involved, what questions asked, what would be persuasive on this issue?" (Sinkovics and Ghauri, 2008).

However, in order to ensure that a qualitative study is trustworthy, Shenton (2004) indicated that the study must correspond to the criteria applied by the positivist

investigator; credibility (in preference to internal validity), dependability (in preference to reliability), the ability to confirm (in preference to objectivity) and transferability (in preference to external validity/generalisability).

A) Credibility (in preference to internal validity)

Credibility or internal validity "refers to the idea of internal consistency, where the core issue is "how we ensure rigor in the research process and how we communicate to others that we have done so" (Gasson, 2004, p. 95). Credibility is an estimation of whether or not the research finds plausible information derived from the participants' original data, and is a true interpretation of the participants' original views (Golafshani, 2003). Shenton (2004, p. 63) indicated that "in addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented". The credibility of a qualitative study relies upon the capability and effort of the researcher (Golafshani, 2003), although, on the other hand, a qualitative researcher demonstrates 'rigour of the inquiry' through adopting the various credibility strategies (Anney, 2014). Firstly, prolonged and varied field experience is a strategy that assists the researcher in obtaining an idea of the context of the study, which decreases the distortions of information that might originate due to the presence of the researcher in the area. Secondly, time sampling through this strategy relates to the researcher's extended time in the area that will improve the trust of the respondents and help the researcher better understand the participants' context and culture. Thirdly, peer examination is a strategy derives from a researcher acquiring the perceptions of peers to improve the conclusion of the study. Fourthly, triangulation as a strategy assists the researcher to limit bias and cross test the integrity of the participants' responses.

Overall, there are three major triangulation techniques: investigator triangulation, triangulation/informants triangulation, and methodological triangulation, such as the interview technique. Fifthly, member checking is a different strategy that helps to eliminate researcher bias when analysing and interpreting the results, which includes establishing authority of researcher structural coherence. The final credibility strategy is reflexivity (field journal), which stems from an evaluation of the researcher's own background, interests and perceptions on the qualitative research process, which must

include all issues that occurred in the area and personal reflections relative to the study, such as the phenomenon that develops during the investigation.

B) Dependability (in preference to reliability)

Rolfe (2006, p. 305) defined dependability as “a threat to validity/credibility, and questioned many of the usual qualitative reliability tests such as member checking (returning to the participants following data analysis) or peer checking (using a panel of experts or an experienced colleague to reanalyse some of the data) as ways of ensuring that the researcher has analysed the data correctly”. Validity can be defined as whether a tool is capable of measuring its purpose of measurement (Drost, 2011), although it is often referred to as defining specific outcomes and conclusions from the scores of tests in reference to their overall meaningfulness, usefulness and appropriateness.

The three working mannerism of validity through content, concurrent, and construct are the more prevalent ways of estimating measurement validity. The overall capability of a measurement to define the full remit of any stated social construct is referred to through content validity; and the term of *face validity* is one style of method from the distribution to a certain group of experts or instructors. Additionally, concurrent validity is utilised in reference to a form of evidence that may be obtained in order to provide further justification for the implementation of a set test from an exam or pilot study that could assist in the forecast of different results, which is commonly used in the fields of sociology, psychology, and other behavioural or psychometric sciences. Similarly, construct validity testing is incorporated into how the received results function with conceptual theories from previous literature (Drost, 2011). The methods that are utilised in the measurement and evaluation of the validity of data collection in the current study come from content validity and criterion validity. The content validity denotes whether a particular tool appears to be measuring what the researcher states that it is specifically intended to measure (Ihantola & Kihn, 2011). One specific basic form of content validity comes from face validity, as the investigator asks various individuals for verification that the method functions with relevance. What is more criterion validity is the second measure for validity and the third measure that is incorporated into the current study comes from

construct validity, which produces an examination of the correlation between the type of measurement and relevant theory (Saunders *et al.*, 2011).

In addition, there are two forms of validity that are known to be relevant: internal and external, where the internal form provides a relation to the usefulness and effectiveness of a hypothesis test that assists in representing the design of a research study, together with defining how appropriate the research question is (Golafshani, 2003). In comparison, the findings of the research that are generalised beyond the sample and setting of the stated analysed investigation are related through external validity (Drost, 2006).

C) Confirmability (in preference to objectivity)

Levy (2006) suggested that “internal validity should be replaced by that of credibility; external validity by transferability; reliability by dependability; and objectivity by confirmability”. Confirmability largely concerns an issue of presentation (Rolfe, 2006). Confirmability is also related to the level at which the results of an inquiry can be affirmed or supported by other researchers. In addition, confirmability means the provision of assurance that data and interpretations of the results are not concepts of the researcher’s imagination, but are clearly deduced from the data (Anney, 2014). Moreover, Levy (2006) suggested that confirmability in a qualitative study is accomplished by an audit trail, reflexive journal and triangulation. According to Bowen (2009, p.307), an “audit trail offers visible evidence—from process and product—that the researcher did not simply find what he or she set out to find”.

As a consequence, it needs to be recognised by the researcher that the decisions which are set in place relate to the methods that are implemented within the study, together with referring to reason in selecting specific approaches that are perceived as more relevant than others, as well as provided explanations to the negative connotations found in the adopted use of certain techniques. Additionally, the initial theories must be observed, even when they have not been set in place through the accrued data. Indeed, the devised recommendations and processes that are potentially adopted during the cycle of study are duly formed by a data pointed approach that may be applied by certain researchers.

D) Transferability (in preference to external validity/generalizability)

Rodon and Sesé (2008, p. 7) defined transferability as "a direct function of the similarity between the two contexts, what we shall call "fittingness". Fittingness is defined as the degree of congruence between the sending and receiving context". Another definition of transferability "refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalisability" (Anney, 2014). This means that transferability provides background data to build the context of the study and a description of the phenomenon in question to allow comparisons (Shenton, 2004).

In general, transferability is stipulated to be a form of collaborative initiative, and the purpose of the researcher is to offer specific details that allow readers to conclude different generalisations in regards to the results that can subsequently become transferable to other factors or studies. Nonetheless, transferability is conducted by readers and consumers of a certain study, and their main purpose is to provide an assessment of the extent that the results are able to be utilised within new and/or innovative studies. Invariably, the results of a set investigation are transferred by the readers or users of the study in question (Polit & Beck., 2010).

3.15.2 Ethical Issues

Ethical issues associated with research are defined as issues that concern morals or the principles of morality. Ethics are concerned with the definition of right and wrong, together with implying or conveying moral blessing in accordance with principles of conduct that are thought correct, especially those morals or standards of a given profession or group (Gustafson and Woodworth, 2014)

Ethical issues are taken into serious account in order to complete the research to ensure that it conforms with the moral criteria of academic researchers and also to Saudi Arabian ethical considerations. The researcher has also asked for official consent from school principals to be able to access the selected universities. Additionally, issues of ethics relate to the correct nature within a deal, which can imply a moral distinction that functions according to the principles of conduct that are defined as being correct, especially through those of a stated profession or relevant group. A variety of reasons exists as to why it is necessary to follow the defined normal rules of ethics within the process of research. Initially, the research's overall achievements are promoted through the aims, which are shown by the demonstration

of knowledge, truth, and error emission. For instance, truthfulness and the avoidance of error are promoted by data research that prohibits fabrications, falsifications, or misrepresentations of data within research. Secondly, ethical standards promote the values that are essential to the promotion of collaborative work through ethical standards, which come from accountability, fairness, and mutual respect, as research often incorporates a vast amount of cooperation, together with coordination through varied individuals in a variety of fields and professions. For instance, a great deal of rules in relation to ethics within research are structured in order to maintain the interests of intellectual property, which stem from collaboration support, writing rules, copyrights and contracts of patents, policies of data distribution policies, as well as the rules of privacy in equality reviews. Thirdly, a variety of ethical patterns assist in ensuring that research may be undertaken to be publicly accountable (Resnik & David, 2011, p. 57).

The purpose of defined ethics within research comes from the message to undertake tasks correctly and avoid any form of harm, as the application of suitable ethical attitudes implement the capability to reduce or totally halt the process of damage (Ritchie et al., 2013). Additionally, the researcher of the current study understands that a fundamental part of the research stems from human participant protection, as human rights violations that are made under the guise of scientific research need to be viewed as functioning as an anachronistic in the modern world. Indeed, ethical problems have a natural disposition within qualitative research studies to be subtle and contrasting in comparison to problems in quantitative research (Ritchie et al., 2013).

The researcher devised a consent form for the current study for each participant to sign, which demonstrated that each respondent provides their consent through a knowledgeable, voluntary, and rational nature, whilst they are capable of making informed decisions in order to participate in voluntary research. However, this is only relevant when the participants possess information in relation to all the potential positive and negative possibilities that the research could yield.

Specific research concerns were initially detailed and described following the educational institutes authorisation, in relation to objectives, access and time that also involved the permission for the participants by the principles and educators. One

particular quality that is shown by the researcher derives from flexibility in their action while discussing relative concerns involved within the study. For example, different initiative involve: contributors being guaranteed the possibility for their withdrawal from the investigation in any moment that is deemed a requirement; the worries and concerns being handled by a qualified system; and all accessibility and time manners being planned according to the wishes of a university, which are intended to create respect and confidence, together with maintaining a positive and productive relationship that will be beneficial for universities. Overall, this is conducted with adequate awareness of the research instrument's use, as the researcher guarantees that no potential discrimination or bias would be caused by the detailed information from the methodology.

Data collection and overall maintenance is always carefully and securely stored throughout the research study's duration, as anonymity and confidentiality is imperative, which invariably enhances the authentic nature of the data that functions through the strict accordance of the 'Data Protection Act'. The data that is initially collected prior to analysis is termed "*primary data*", as it originates directly from the source itself. What is more, the questionnaire was collected following completion and viewed only by the researcher, which was structured appropriately to the research, and provided through a foundation of scientific research that was conducted in the field, and duly conducted in an appropriate manner. Hence, this eliminated the chances of responses being altered, or being misused by an additional party. All of the contributors were Saudi Arabian and therefore spoke the Arabic language. To remain appropriate for "meaning-making" and to reduce the potential failure to communicate, the questionnaire was translated and distributed in Arabic. Also, the questionnaire was written and prepared using Microsoft Word, which enables the researcher to avoid the need to learn new skills. Questions regarding the determinants of turnover intention were offered via comprehensive possible replies to which contributors can choose *yes* or *no*. Finally, many open questions were placed into the overall design.

All research projects have ethical issues that concern recruitment, volunteering, participants, and the right to withdraw; all of which are main ethical considerations that have been kept in mind during this research process (Anderson, 2009).

The researcher is required to behave appropriately in relation to the rights of anyone who partakes in the research and thus becomes the subject of the work, or are consequently affected by it, in order to make the research valid (Saunders *et al.*, 2009). Therefore, it can be seen that this ethical practice is vital for social researchers. Furthermore, “moral principles, norms or standards of behavior guide moral choices about our behavior and our relationships with others” (Saunders *et al.*, 2009, p. 184). Moreover, when one considers what constitutes an ethical approach to research, there are two separate principle labels that emphasise such an approach. Firstly, the protection of the interests of all participants is paramount, and secondly that there should be no deterioration in the form of the individuals, from whom data are gathered, between the commencement and the ending of the study (Anderson, 2009).

The researcher guaranteed that the details and information from the methodology would not cause any possible discrimination or bias, as data collection and storage were conducted in strict accordance with the ‘Data Protection Act’. With regards to anonymity and confidentiality, data were carefully and securely stored for the duration of the research, and this increased the authenticity of the data that has been collected, which is noted as collected data to be of a primary nature, which means that it comes directly from a source. Furthermore, the questionnaire had been designed appropriately, based on the scientific research conducted in the field, and was distributed according to acceptable means.

3.16 Generalization

Context-free assertions for enduring values are often used as the definition for generalisations (Lincoln & Guba, 1985). Invariantly, generalisability may be perceived as the connection that exists through varied study cases by qualitative researchers, together with other situations and how the findings’ generalisability are made possible within the research (Falk & Guenther, 2006). This individual form of generalisation has been referred to as ‘representational’, which may be assessed from a two principle issue foundation (Ritchie *et al.*, 2013). The first issue originations from the exact interpretation, definition and capture of a set phenomenon, such as though field work quality and overall analysis, whereas, the second issue relates to the extent that the researched sample becomes a representation of the initial population as a whole.

3.17 Limitation of Study

Due to fact that the this research has depended on merely a questionnaire as a way of acquiring data, this may expose the researcher to various difficulties, such as the unwillingness of some of the respondents to fill out the questionnaire, or their limits upon personal time. Moreover, the researcher may face major difficulty during the distribution process of the questionnaire to the female participants, due to the privacy and culture of Saudi society.

In comparison, researchers mention that questionnaires have several disadvantages, which have been displayed by various researchers. Gillham (2004) mentioned that there is a common low response rate, due to the respondents thinking that it is interesting and deserving of being filled in, which results in the requirement of limitations and simple questions at the same time, as misunderstandings cannot be corrected and a lack of monitoring over order and context of answering questions can create a wrong analysis, where in certain places there are challenging issues with reading and writing. Also, Denscombe (2010) mentioned that the pre-coded questions can be disappointing for respondents, thus, preventing them from answering, where they may find it very limited. Moreover, Cohen *et al.* (2009) explained more disadvantages through the ambiguous and unclear format of the questionnaire layout, the falsification of the respondents, and duration of time in some cases.

3.18 Summary

In conclusion, this chapter started with a brief introduction and highlighted the meaning and intention of the research questions, in order to refresh the readers' memory to the overall research objectives. Following this, the chapter completely justified the choice and use of the approaches, together with a full illustration those that have been implemented throughout this research. Also, in regards to the approaches' contents, design, and distribution procedures, the data collection tools were given a full description, which was subsequently followed on by a brief description that related to the manner that collated data is duly interpreted and analysed. This was then followed by a summary of the main ethical issues that this research has taken into consideration through the research stages. In essence, Chapter Three has presented a detailed description of the chosen model and variables for the

present research, which has followed a brief review of the theories on turnover intention factors and determinants in previous studies.

Readers will hopefully be presented with a clearer and more thorough comprehension of the procedures that are adhered to and followed in the collection and analysis of the research data collection and analysis, following the review and understanding of this chapter. Thus, it will be possible to utilise this information to fully explore the data analysis of the collected findings in the following chapter, which were ascertained through questionnaires that were implemented in order to provide the analysis for the use of the SPSS program with an enhanced discussion for explanation.

Chapter Four: Analysis and Results Discussion

4.1 Introduction to Results

In the previous chapters the researcher sought to address the turnover intentions of employees within the public universities of the Kingdom of Saudi Arabia (KSA), thereby enriching the body of research with knowledge about the factors that happen to cause this phenomenon in academic institutions. The theoretical framework for this study has been designed through maintaining the presence of existing research by a host of scholars. The literature review also addresses theoretical evidence that clarifies the phenomenon of turnover intention and actual turnover, as well as some of the key turnover process models. Also, the previous sections examine previous related studies of employee turnover with professions other than academia and the teaching stream. The researcher addresses the issue of turnover and turnover intention by using the term 'employee', which is taken from the wording of the studies cited. Since there are some shared bodies of information among professions, which can be both academic and non-academic, the literature review uses the term 'employee' for the sake of generality, even though the thesis concentrates on teacher turnover, alongside its motivating factors, and consequences.

This chapter is considered as the most important part of the research, as it presents the collated data that were ascertained through questionnaires to be analysed by the SPSS system, with an explanation of the results and discussion by comparing it with the results of previous studies. Additionally, the research questions and objectives will be achieved in this chapter accordingly.

4.2 Results' Discussion

The following tests were utilised for analysis of the data collected through questionnaires:

- Frequency: to describe the sample's demographic characteristics.
- Descriptive: This includes mean and standard deviation values that will be used to provide indications in relation to the respondents' attitudes, and any agreement on factors affecting turnover intention.

- Simple Regression: This will be used to test the effect of determinants on faculty members' turnover intention.
- Cronbach Alpha: It is generally implemented as an estimate of the reliability of a set study's research test and is utilised in the assessment of the tools for gathering data through checking their reliability and internal consistency, which is stipulated to be a coefficient of internal consistency. Indeed, it is possible to define Cronbach's Alpha as the average resulting data findings from all possible half measured reliabilities for a given set of items, which can be referred to as "split half reliability", due to the reliability measure between two parts of a test or instrument for a total instrument. Generally, these two half reliabilities should be subsequently improved through the Spearman Brown Prophecy Formula, which will help in estimating the reliability for the full length test reliability, instead of the reliability being split between two distinct tests.
- Pearson Correlation Matrix: Used to assess the relationship between independent variables, and to avoid multicollinearity or overlapping in the independence variables.

4.2.1 Respondent Demographic

The study sample is 360 participants out of 375 because of missing data, 199 male and 161 female of five public universities within the region of Al-Riyadh in Saudi Arabia (King Saud University, Al-Imam University, Prince Salman University, Al-Mujam'ah University and Shaqraa University. Table (4.1) below shows the socio-demographic characteristics of the sample. A large section of the respondents were aged between 30-39 years (42.8%) and a large portion of them were educated to PhD level (55.6%). The majority of the respondents work as lecturers, with a percentage of 43.1% of the sample. Where other respondents work as an assistant professor with a percentage of 30.6%, and associate professor percentage 14.4%, while, other respondents work as a professor with a percentage of 11.9%.

Table 4. 1: Socio-demographic characteristics of the sample (N= 360).

Variable	N (%)
Gender	
Male	199 (55.3)
Female	161 (44.7)
Age	
Under 30	45 (12.5)
From 30-39	154 (42.8)
From 40-49	93 (25.8)
From 50-59	53 (14.7)
60 and above	15 (4.2)
Education	
Master	125 (34.7)
PhD	200 (55.6)
Other	35 (9.7)
Position	
Lecturer	155 (43.1)
Assistant professor	110 (30.6)
Associate professor	52 (14.4)
Professor	43 (11.9)

The figures below demonstrate the socio-demographic characteristics:

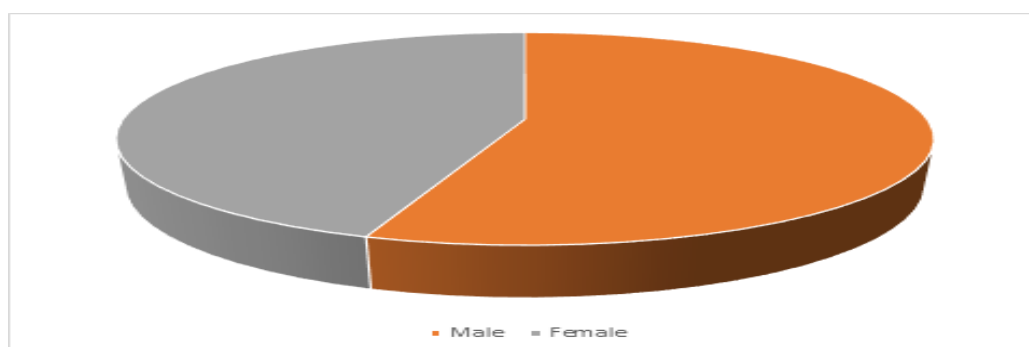


Figure 4. 1: Respondent's gender

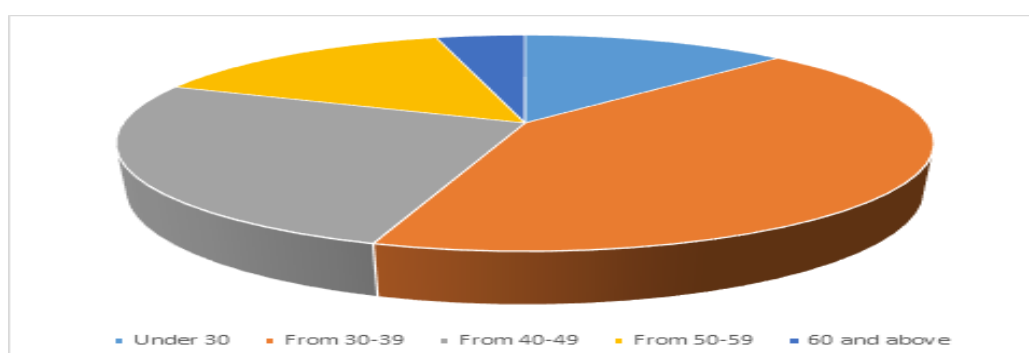


Figure 4. 2: Respondent's age

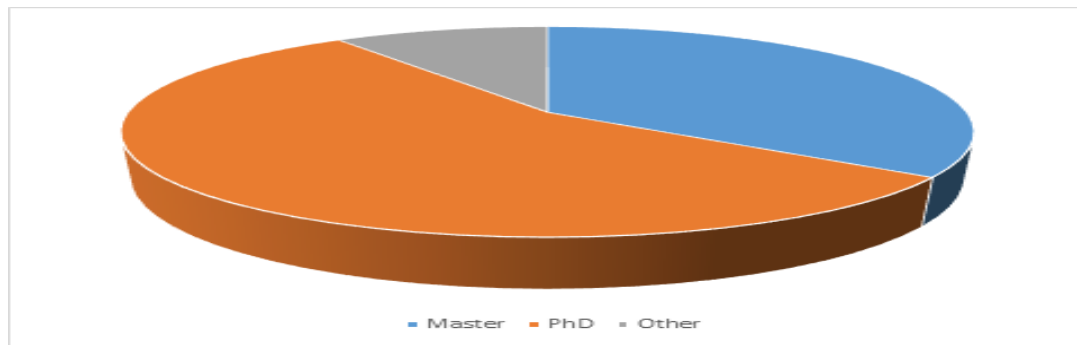


Figure 4. 3: Respondent's education

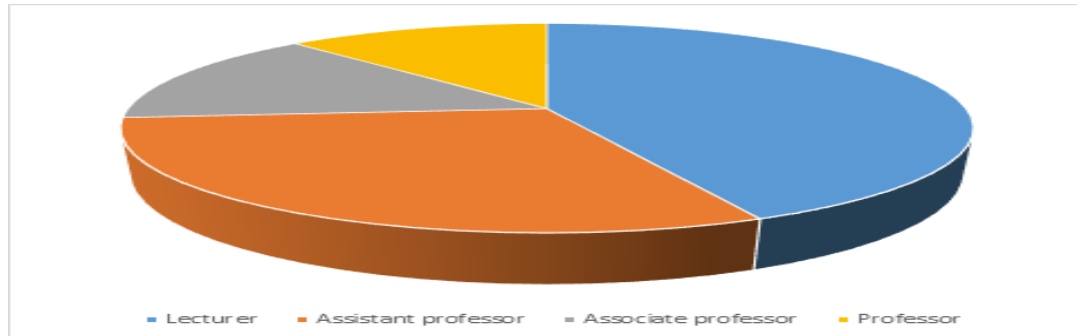


Figure 4. 4: Respondent's position

4.3 Descriptive Statistics

A descriptive analysis is presented through this section, which will demonstrate the perception of the sample and agreement in relation the turnover determinants' statements. Moreover, each dimension of the turnover determinants will be presented in the following section, with its associated statement's mean, standard deviation and relative importance. Subsequently, an explanation into the sample agreement and satisfaction in regards to the different dimensions and their subsequent statements will be provided later through these dimensions of turnover determinants.

A specific scale was used in the process of analysing questionnaire statements, which was divided into three levels that relate to the weights of the questionnaire (Sekaran, 2003):

- Weak agreement is shown to be 1 to 2.33
- Good agreement is shown to be 2.34 to 3.66
- Strong agreement is shown to be 3.67 to 5.00

4.3.1 Job Satisfaction

This first dimension represents the job satisfaction of the faculty members at the five public universities in Saudi Arabia. The agreement from the participants regarding job satisfaction statements is shown in Table (4.2).

It is apparent, as shown by the table below, that the general mean of all statements of job satisfaction is (3.34) with 66.8% marked as relative importance, which reflects good agreement. Moreover, the standard deviation values are (1.09), and this demonstrates a normal value that merges with the sample's response. Moreover, each statements reflects mean value reflects a good agreement, where the highest one is (4.07) for statement 1: *"I am capable of acting in a way that does not work contrary to my conscience."*; and the lowest mean was (2.67) for statement 8: *"The benefits we receive are as good as those offered by most other institutions"*. In general, it can be concluded that the sample's attitude toward the questions was positive, thus, the participants are satisfied in their jobs at Saudi Arabian universities, and have positive attitudes toward them. With regards to standard deviation, its values are normal and support the agreement.

Table 4. 2: Job satisfaction of the faculty members

Statement	Mean	Standard Deviation	Relative Importance
1. I am capable of acting in a way that does not work contrary to my conscience. .	4.07	1.032	81.4
2. The money I receive is relevant to the work that I do.	2.83	1.263	56.6
3. I feel accomplishment in my job.	3.88	.987	77.6
4. Overall, I am satisfied with my job.	3.78	.961	75.6
5. My career actually gives me satisfaction.	2.75	1.105	55
6. My job is enjoyable.	3.95	.902	79
7. I feel satisfied with my chances to receive a salary increase.	3.54	1.242	70.8
8. The benefits we receive are as good as those offered by most other institutions.	2.67	1.192	53.4
9. Those who do well on the job stand a fair chance of being promoted.	2.70	1.178	54
10. I have the chance to do different things from time to time.	3.27	1.047	65.4
Average Mean and SD	3.34	1.09	66.8

Most of the respondents feel that they are able to do things that do not go against their conscience. The results show that most of the faculty members at Saudi universities do not feel that they have been given a fair amount for their work, and that the benefits they received are not as good as that which most other institutions offer. In addition, they feel that the persons who do well on the job get a lower chance in promotion. On the other hand, the respondents feel accomplished and have achieved success in their job, feel satisfied with their job, feel that their job is enjoyable, and feel satisfied with their chances of salary increases. In addition, they have the chance to do different things from time to time.

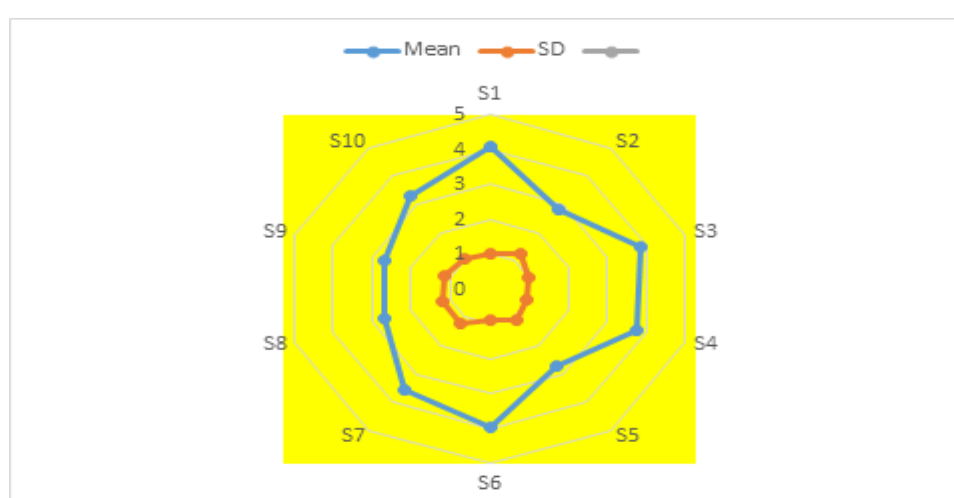


Figure 4. 5: Job satisfaction

From the above Radar Chart in Figure (4.5) that details each statement, and it could be noticed that the participants respond to the statement which require them to perform any act that does not go against their conscience and reflect a strong agreement with mean (4.07). As well as, the statement 2 that reflects the respondents' satisfaction regarding their wages, which shows a weak agreement with low mean value (2.83). Also, the mean of their job achievements and accomplishment reflect strong agreement with a high value (3.88).

Moreover, in regards to the statement 4 which states: "*Overall, I am satisfied with my job* ", receives strong agreement with (3.78) mean value. Whereas, the answers of the respondents about the statement 5 "*My career actually gives me satisfaction.*", a good agreement with mean (2.75) is actually reflected. In addition, regarding the statement 6 "*My job is enjoyable*", a strong agreement with high mean value (3.95) is shown. On the other hand, participants feel satisfied with their chances to receive a

salary increase get a mean value (3.54) which reflects good agreement of the sample. Where the sample receives good benefits as those offered by most other institutions, it gets good agreement with the mean value (2.67). Moreover, in relation to the statement 9, which states: *“Those who do well on the job stand a fair chance of being promoted”*, a good agreement with (2.70) mean value is demonstrated. Finally, the statement 10 that views respondents’ chances to do different things from time to time receives good agreement with a low mean value (3.27).

Such results are consistent with Forrier and Sels (2003), which confirm the relationship between temporary/permanent employment, and employability within Belgian institutional working environments. It was argued that both organisations and temporary employees might be confronted with difficulties that are attributed to the development of employability as a trend through training courses. The determinants that drive turnover intention, and then actual the final stage of leaving, are divided into three sections as follows: firstly, demographic determinants: age and education, gender, position; secondly, individual determinants: the organisational commitment of employees, and the job satisfaction of an employee. Furthermore, Brewer *et al.* (2012) introduced a third view, which showed employee's general feelings and attitudes to his/her job, without reference to any specific facet of that job which known as job satisfaction considered as turnover determinants.

4.3.2 Organisational Commitment

The second dimension represents the organisational commitment and its effects on the turnover intention of the faculty members. Table (4.3) presents the participants’ agreement regarding organisational commitment statements.

From the below table, it appears that the mean of the participant's answers ranged from (2.79) to (4.07), with (1.09) a standard deviation value and 65.8 relative importance.

The highest mean was for statement 19: *“I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful”*, which means that the participant's strongly agreed on this statement. Whereas, statement 16 determined the lowest mean: *“It would take very little change in my present circumstances to lead me to leave this university”*, which means that the participant's slightly agree with the stated notion. Indeed, the sample attitude towards

the questions can be observed as positive as shown through the total mean value, thus the participants have organisational commitment to a good extent and present attitudes of positivity in relation to it. With regards to standard deviation, its values are presented as normal, which support the agreement.

Table 4. 3: Organisational Commitment

Statement	Mean	Standard Deviation	Relative Importance
11. I talk up this university to my friends as a great institution to work for.	3.33	1.026	66.6
12. I do not feel any obligation to remain with my current employer.	3.24	1.109	64.8
13. Even if it was to my advantage, I do not feel it would be right to leave the university now.	3.44	1.152	68.8
14. I feel very little loyalty to this university.	3.28	1.251	65.6
15. I would accept almost any type of job/assignment in order to keep working for this university.	3.45	.978	69
16. It would take very little change in my present circumstances to lead me to leave this university.	2.79	1.085	55.8
17. For me, this is the best of all possible universities to work for.	3.13	1.146	62.6
18. One of the few negative consequences of leaving this university would be the scarcity of available alternatives.	3.12	1.167	62.4
19. I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful.	4.17	.833	83.4
20. This university really inspires the very best in me in terms of job performance.	3.13	1.083	62.6
21. Too much of my life would be disrupted if I decided that I wanted to leave the university now.	3.14	1.311	62.8
22. In comparison with other institutions, this is the best university I have ever worked for	3.21	1.035	64.2
Average Mean and SD	3.29	1.09	65.8

Most of the respondents feel that their university is a great institution to work for, although no obligation is felt by them to remain with their current employer. However, most of the faculty members do not feel that it would be right to leave the university at the present time, even if it was to their advantage. Moreover, most of the respondents feel very little loyalty to their university, although in order to continue with their employment, they often accept any form of job/assignment, and most of them explained that in order to decide to leave the university would actually result in

minimal changes to their present circumstances. Invariably, the respondents showed organisational commitment to their university, as for the development of this university to become more successful, they were prepared to instill a great deal of effort beyond that which is normally expected. Most of them stated that their university inspired the very best in them in terms of job performance, and they also felt that there was a scarcity of available alternatives from their university to work for. Furthermore, most of the respondents explained that by leaving the university at present would result in a greater disruption in their life, and that their university is the best university they have ever worked for in comparison with other institutions.

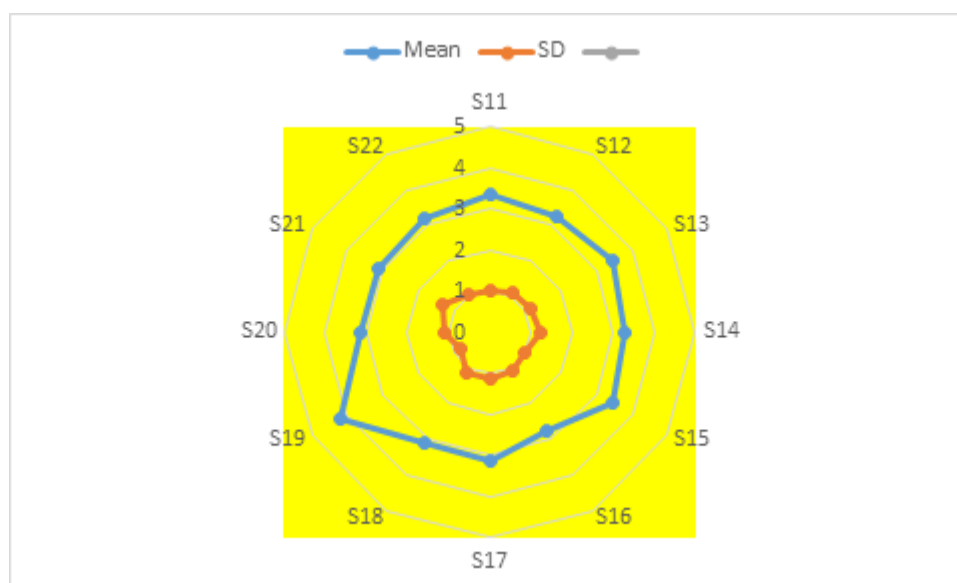


Figure 4. 6: Organizational commitment

From the above Radar Chart Figure (4.6), each statement is noted in detail, as regarding the statement 11 “*I talk up this university to my friends as a great institution to work for*”, it is shown through good agreement with a (3.33) mean value. Whereas, the answers from the respondents in regards to the statement 12, which comprised: “*I do not feel any obligation to remain with my current employer*”, and this reflects a good agreement with the mean value of (3.24). In addition, regarding the statement 13 that includes: “*Even if it was to my advantage, I do not feel it would be right to leave the university now*”, received good agreement with a high mean value (3.44). Also, it could be noticed that the participants respond to the statement which represents the extent of their loyalty to the university and reflects good agreement with the mean value (3.24). Additionally, the statement 15

that reflects respondents' I would accept almost any type of job/assignment in order to keep working for this university' gets good agreement with a mean value (3.45). In addition, the statement 16, which states: "*It would take very little change in my present circumstances to lead me to leave this university*", receives good agreement with (2.79) as the mean value. The mean of respondents' opinions regarding their universities to work for reflect a good agreement with a mean value (3.13).

In addition, regarding the statement 18 "*One of the few negative consequences of leaving this university would be the scarcity of available alternatives*", good agreement with (3.12) as the mean value was received. Whereas, the answers by the respondents about the statement 19, "*I am willing to put in a great deal of effort beyond that which is normally expected in order to help this university to be successful*", reflects strong agreement with a high mean value (4.17). In addition, regarding the statement 20, "*This University really inspires the very best in me in terms of job performance*", there was good agreement obtained with the mean value (3.13). On the other hand, in statement 21 participants feel that too much of their life would be disrupted if they decided to leave the university with the mean value (3.14), which reflects good agreement of the sample. Additionally, the statement 22 "*In comparison with other institutions, this is the best university I have ever worked for*", get good agreement with (3.24) mean value.

These results that are signified above are in disagreement with the study by Jehanzeb *et al.* (2013), as a negative relationship between organisational commitment and turnover intention was stated through the strongly supported hypothesis in that specific research. Thus, one of the most influential determinants of turnover intention is actually represented by organisational commitment. Moreover, the results from the current study are consistent with the investigation by Alexandrov *et al.* (2007), as the organisational commitment and turnover intention correlation was confirmed again.

4.3.3 Interpersonal Relationship

This third dimension represents interpersonal relationships between the faculty members and their effects on their turnover intention. The agreement from the participants in relation to the statements that govern information is presented in Table (4.4) below.

Table 4. 4: Interpersonal relationship

Statement	Mean	Standard Deviation	Relative Importance
23. I have a good working relationship with my colleagues.	4.28	0.76	85.6
24. There is a clear channel of communication at my workplace.	3.25	1.12	65
25. Upper management does involve the staff in decision-making processes.	2.52	1.03	50.4
26. I enjoy working with my co-workers.	3.93	0.86	78.6
27. Colleagues usually support me at work.	3.63	0.93	72.6
Average Mean and SD	3.52	0.94	70.4

Through the above table, it appears that the general mean value is (3.52) with 70.4 indicating relative importance, which indicated an agreement level that is better than sufficient regarding interpersonal relationships. The highest mean (4.28) was for statement 23: *"I have a good working relationship with my colleagues"*, as this indicates that there is high agreement from the participants with this statement. In contrast, participants demonstrated good agreement with statement 25: *"Upper management does involve the staff in decision-making processes"*, as it had the lowest level mean of (2.52). Generally, it is possible to deduce that there was a positive attitude towards the questions, which means that the respondents have good interpersonal relationships in Saudi universities and have positive attitudes regarding this subject. Also, the value is represented as normal and the agreement is supported with regards to standard deviation values.

It is presented from the table that most of the respondents have a good working relationship with their colleagues, and that they enjoy working with their co-workers, where their colleagues usually support them at work. In addition, the respondents indicated that there is a clear channel of communication at their workplace. Meanwhile, the respondents suggested that their upper management does not involve the members of staff in the decision-making processes.

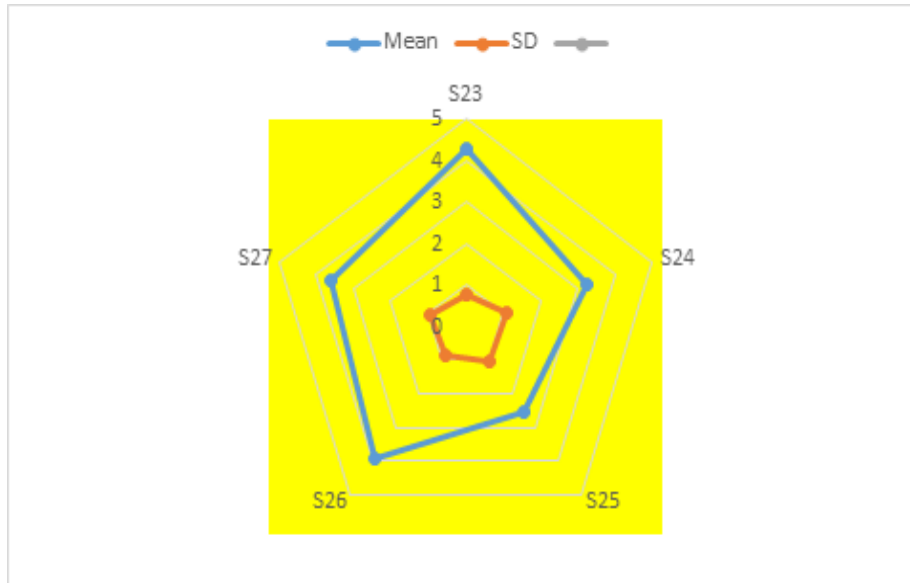


Figure 4. 7: Interpersonal relationship

As indicated from the above Radar Chart Figure (4.7), which is in detail for each statement, the statement 23, "*I have a good working relationship with my colleagues*", presents a strong agreement with a high mean value (4.28). Where, the answers of the respondents about the statement 24, which comprise, "*There is a clear channel of communication at my workplace*", a good agreement is reflected with the mean value (3.25). In addition, regarding the statement 25 that includes, "*Upper management does involve the staff in the decision-making processes*", a good agreement it obtained with the mean value (2.52), this statement has the lowest mean in the whole questionnaire. Also, it could be noticed that the participants respond to the statement 26 which represents their integration with their college and co-workers with the mean value (3.93), which reflects a strong agreement. Furthermore, the statement 27, which states: "*Colleagues usually support me at work*", receives good agreement with the (3.63) mean value.

The researcher justified such results through stating that any lack of interpersonal communication at work increased incidence of research rejection, little opportunity for research, untested teaching strategies, lower salaries, and disputes over educational standards, which lead to actual and intentional turnover among those researched faculty members.

Such results are consistent with Lee *et al.* (2012), who used the linear structure model to scrutinise the reasons that motivate hotel employees in Taiwan to plan to leave their

jobs. Their findings showed that there are positive relationships between work environments, payment, and personal relationships, with turnover intention. Thus, the more harmonious the interpersonal relationships between hotel members of staff, the more positive their job satisfaction levels, which, in turn, will positively affect the rate of employee turnover.

4.3.4 Working Environment

This fourth dimension represents the working environment at Saudi universities and its effects on the turnover intention of the faculty members. Table (4.5) presents the participants agreement regarding the working environment at Saudi universities.

Table 4. 5 Working environment

Statement	Mean	Standard Deviation	Relative importance
28. I like doing the things that I do at work.	3.95	0.73	79
29. At work, I have the necessary equipment and tools to facilitate doing my job.	3.23	1.17	64.6
30. I can handle tasks at work with my own judgment.	3.30	0.96	66
31. I receive constructive feedback in a way that emphasizes positives, rather than negatives.	3.31	1.02	66.2
32. I have the chance, in my job, to get to know other people.	3.72	0.88	74.4
Average Mean and Standard Deviation	3.50	0.95	70

From the above table (4.5) it appears that the mean of participants' answers ranged from (3.23) to (3.95), with a (0.95) standard deviation value and 70 for relative importance. The highest mean was for statement 28: *"I like doing the things that I do at work"*, which indicates a strong agreement from the participants for that statement. Whereas, statement 29: *"At work, I have the necessary equipment and tools to facilitate doing my job"*, indicated the lowest mean value of (3.23), and demonstrates the participants' good level of agreement relating to this statement. It can be observed on the whole, through the average mean value of (3.5), that a good working environment is shown by the sample, as a positive attitude is generally created within

the Saudi universities. Indeed, the values are set as normal and reflect a merging of responses from the sample in regards to standard deviations.

From the table (4.5), it can be noted that the working environment at the selected universities is comfortable to an extent, as the average mean regarding it stands at (3.5), which indicates a good level of agreement. Indeed, most of the respondents like the things they do at work, as they the necessary equipment and tools are provided at work for them to undertake their job, as well as being able to use their own judgment as they handle tasks at work. It can be noted that the feedback that the faculty members at Saudi Arabian universities receive is highly constructive and is increasingly more positive than negative. Moreover, these faculty members have the chance to get to know other people in their job, which indicates that the working environment in Saudi Arabian universities is good and comfortable to some extent.

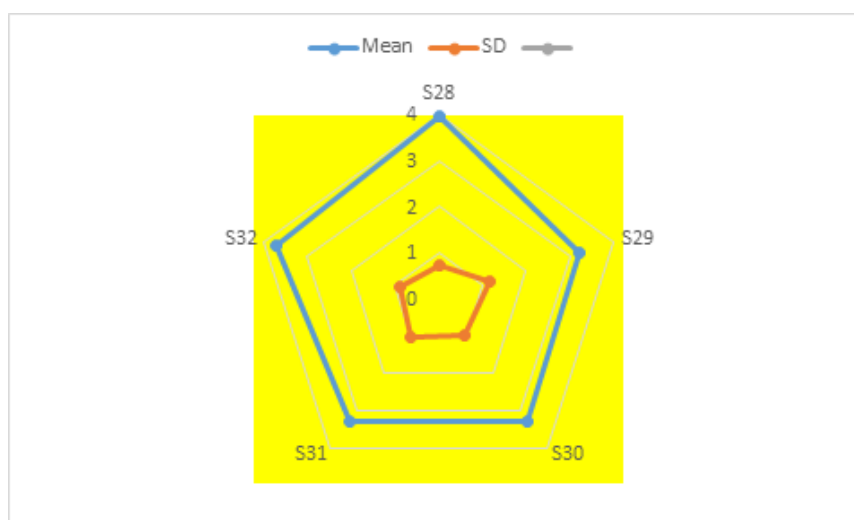


Figure 4. 8: Working environment

Each statement is shown from the above Radar Chart Figure (4.8) in detail. Regarding the statement 28, which states, “*I like doing the things that I do at work*”, it received strong agreement with a high mean value of (3.95). Whereas, the answers from the respondents in regards to the statement 29 “*At work, I have the necessary equipment and tools to facilitate doing my job*”, is reflected by good agreement with the mean value (3.23). In addition, regarding the statement 30, “*I can handle tasks at work with my own judgment*”, a good agreement is given with the mean value (3.30). Also, it can be noted that the participants respond to the statement 31, which focuses on constructive feedback. In ways that emphasise positives, rather than negatives with

the mean value at (3.31), which reflects good agreement. Furthermore, the statement 32, which states, "*I have the chance, in my job, to get to know other people*", receives a strong agreement with (3.72) as a high mean value.

The researcher justified such results with following reasons:

- Inadequate necessary equipment and tools in the institution, which must be available in order to facilitate the performance of their job and tasks.
- The employee receives constructive feedback in a way that emphasis's positives, rather than negatives.

Such results are consistent with Forrier and Sels (2003), who studied the relationship between temporary/permanent employment, and employability within Belgian institutional working environments. It was argued that both organisations and temporary employees might be confronted with difficulties that are attributed to the development of employability as a trend through training courses. The findings of the study indicated that, the determinants that drive turnover intention, and then actual moment of leaving, are divided into sections with organisational determinants, such as the working environment of the company, co-worker relationships, and salary. One of these, or more, is addressed in each study included within the section, according to the variables of the previous studies, which were adopted to measure their influence on turnover and turnover intention.

4.3.5 Payment Justice

This fifth dimension represents the perception of fairness for payment at Saudi Arabian universities and its effects on the turnover intention of the faculty members. Table (4.6) presents the participant's agreement regarding payment justice at Saudi Arabian universities.

Table 4. 6: Payment justice

Statement	Mean	SD	Relative importance
33. I feel that my work schedule is fair.	3.32	1.04	66.4
34. I think my level of pay is fair.	2.65	1.16	53
35. I consider my workload to be fair.	2.70	1.09	54
36. Overall, the rewards I receive here are quite fair.	2.59	1.14	51.8
37. I am very satisfied with my salary.	2.62	1.18	52.4
38. I receive an additional bonus if I do additional work.	2.57	1.19	51.4
Average Mean and SD	2.74	1.13	54.8

From the above table, it appears that the mean of participant's answers ranged from (2.57) to (3.32) with a (1.13) standard deviation value and 54.8 measure of relative importance. The highest mean was for statement 33: "*I feel that my work schedule is fair*", which means that the participants demonstrate a level of agreement that is deemed to be good in relation to the statement. On the contrary, statement 38: "*I receive an additional bonus if I do additional work*", received the lowest mean value (2.57), which means that the participants show a slightly good level of agreement regarding this statement. According to the average mean value (2.74), it is observed that the sample has a slightly positive attitude to perception of fairness for payment at the Saudi universities, to some extent. Regarding standard deviations, its values are normal and reflect convergence on the response of the sample.

The above table (4.6) shows that the respondents feel that their work schedule is fair. However, most of them think that their level of pay is not fair in addition to their workload. Moreover, they do not perceive that the rewards they receive are sufficiently fair at their university, and they are not satisfied with their salary. Furthermore, the respondents explained that they do not receive an additional bonus if they do additional work. These results indicate that most of the faculty members at Saudi universities do not feel positive in regards to payment justice, and that the perception of fairness for payment at Saudi universities requires more concern from the decision makers.

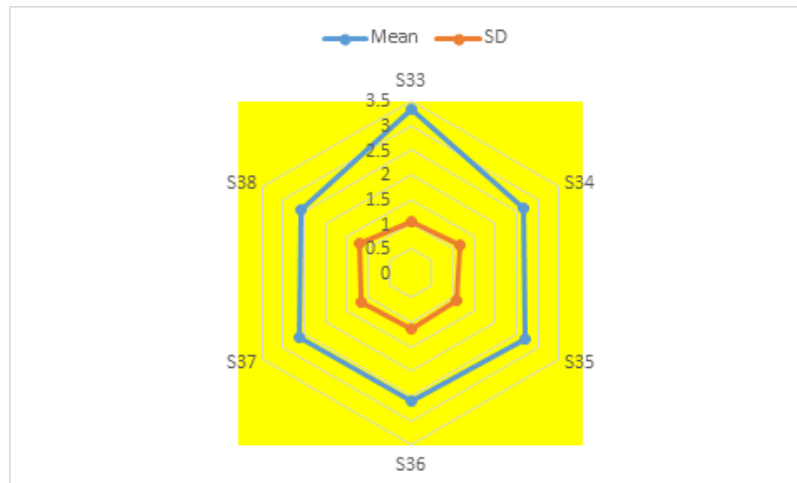


Figure 4. 9: Payment Justice

From the above Radar Chart Figure (4.9), each statement is described in detail, and regarding the statement 33, which states, “*I feel that my work schedule is fair*”, good agreement is shown with a mean value (3.32). Whereas, the answers from the respondents regarding the statement 34 “*I think my level of pay is fair*”, good agreement is reflected with a mean value of (2.65). In addition, regarding the statement 35, which states, “*I consider my workload to be fair*”, good agreement is shown with a mean value of (2.70). Additionally, it can be noted that the participants responded to the statement 36, which involved the rewards and wages with a mean value (2.59), which reflects good agreement. Furthermore, the statement 37, which states, “*I am very satisfied with my salary*”, receives good agreement with (2.62) as the mean value. Similarly, the statement 38 that reflects the participants’ response towards the additional bonus that they receive due to their additional work received good agreement with a mean value (2.57).

The researcher justified such results because of the absence of fairness in the distribution of resources between employees. These results also refer to the perceived fairness of the amounts of compensation that employees receive. Also, it refers to the evaluations received that are relative to the work performed. On the other hand, such results refer to the weakness in the implementation or the absence of the main three allocation rules, where such rules lead payment justice if they are applied appropriately. Indeed, these three rules are represented with: equality (to each as the

same), equity (to each in accordance with contributions), and need (to each in accordance with the most urgency).

The results that are shown above function consistently with the study by Alexandrov *et al.* (2007), as they confirm that more adequate responses in terms of positive behaviour and productivity regarding that organisation are obtained, as well as stating that the organisation's procedures, policies, interactions and distribution systems are fair. Moreover, improved outcomes from employees assist in improving the overall job satisfaction and commitment from organisations, as the study's results ensure that organisational justice is enhanced, which subsequently results in decreased turnover intentions from employees, as distributive and procedural justice is advanced.

4.3.6 Turnover Intention

This sixth dimension represents the turnover intention of the faculty members at Saudi Arabian universities. Table (4.7) presents the participants' agreement regarding turnover intention at Saudi universities.

Table 4. 7: Turnover intention

Statement	Mean	Standard Deviation	Relative Importance
39. I often think about quitting my present job.	3.32	1.04	66.4
40. I will probably look for a new job in the next year.	2.65	1.16	53
41. As soon as possible, I will leave the institution.	2.70	1.09	54
42. I would be very happy to spend the rest of my career with this institution.	2.59	1.14	51.8
43. I do not plan to leave the institution soon.	2.62	1.18	52.4
Average Mean and Standard Devotion	2.78	1.12	55.6

From the above table, it appears that the mean values of participant's answers ranged from (2.59) to (3.32) with a (1.12) standard deviation value and 55.6 relative importance. The highest mean was for statement 39: "*I often think about quitting my present job* ", which means that the participants show a good level of agreement

regarding this statement. Meanwhile, the lowest mean was for statement 42 "*I would be very happy to spend the rest of my career with this institution*", which means that the participants show a slightly good level of agreement regarding this statement. According to the average mean value (2.78), it can be observed that the sample have a slight turnover intention at the Saudi universities, as well as the sample presenting a positive attitude to some extent regarding it. In relation to standard deviation, there are normal values presented which are reflect convergence on the sample's response.

The results show that the respondents often think about quitting their present job. However, they indicated that looking for a new job is not probable in the next year, and that they will not leave the institution in the near future. Added to that, they would be very happy to spend the rest of their career with their institution and they do not plan to leave their institution.

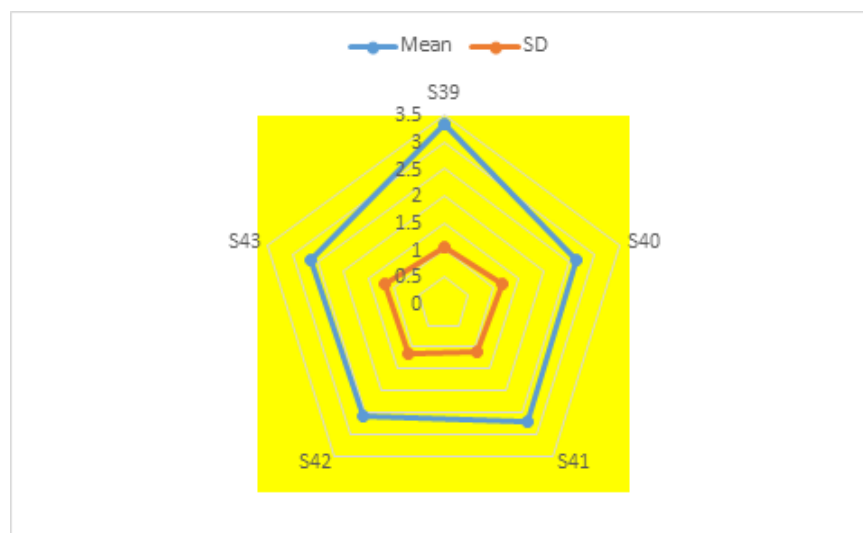


Figure 4. 10: Turnover intention

From the above Radar chart figure (4.10) each statement is described in detail regarding the statement 39, which States, "*I often think about quitting my present job*" get good agreement with mean value (3.32). Whereas, the answers of the respondents about the statement 40 "*I will probably look for a new job in the next year.*" reflect good agreement with mean (2.65). In addition, regarding the statement 41 that include "*As soon as possible, I will leave the institution*" get good agreement with mean value (2.70). Furthermore, the statement 42, which states, "*I would be very happy to spend the rest of my career with this institution*", gets good agreement with (2.59) mean

value. Finally regarding the statement 43, which States, "*I do not plan to leave the institution soon*" get good agreement with mean value (2.62).

The researcher justified such result by the following reasons:

- Employees did not get fair wages on the amount of work they perform, and they did not feel satisfied regard salary increase, rewards, motivation (statement number 39).
- Organizations provide many types of commitment to implement presence of management, supportive HR policies, and organizational environment and culture (statement number 42, 43).
- Inadequate necessary equipment and tools in the institution, which must be available to facilitate the performance of their job and tasks. Also, positive constructive feedback is utilised in order for the employees to not receive a negative outlook (statement number 40).
- The absence of fairness of resources and distribution between employees, as well as the absence of the main three allocation rules, where such rules lead payment justice if they are applied appropriately, as these three rules are represented through: all being the same in equality; accordance through contributions in equity; and the requirement that functions with the most urgency. Indeed, where all of these cause employee turnover intention, others actually support it (statement number 41).

Such results are consistent with the study by Nyamubarwa (2013), which affirmed that poor performance from employees is a direct result from incompetency in leadership that subsequently creates increased stress levels, reduced commitment, reduced job satisfaction, as well as high turnover intentions. Moreover, Nyambubarwa (2013) demonstrated that employee motivation and retention is actively affected by organisational leadership, specifically when positive feedback together with recognition is regularly directed to the employees. Hence, a positive influence can be created upon the employees' intentions to leave, or stay at, an organisation from the nature of leadership.

4.3.7 Relative importance for all dimensions

The table below (4.8) shows the relative importance for each dimension:

Table 4. 8: Relative Importance for the Determinants of Turnover

Dimension	Mean	STD	Relative importance
Job satisfaction	3.34	1.09	66.8
Organisational commitment	3.29	1.09	65.8
Interpersonal relationship	3.52	0.94	70.4
Working environment	3.50	0.95	70
Payment justice	2.74	1.13	54.8
Turnover intention	2.78	1.12	55.6

Table 4.8 exhibits the summary of the analysis of relative importance for the determinants of turnover intention among faculty members in KSA universities. The relative importance in Table 4.8 identifies that the interpersonal relationship to be the most important group of variables of turnover, followed by the working environment, job satisfaction, organisational commitment, turnover intention and the payment justice respectively. Thus, the working environment is more important than the job satisfaction, although the satisfaction within employment is shown to be more valid than general organisational commitment. Furthermore, the organisational commitment is more important than turnover intention, while the least important variable is the payment justice.

From the above table (4.8), each dimension is highlighted in detail, with the summary of the analysis of mean and standard deviation for the determinants of turnover intention among faculty members in KSA universities. The mean value in Table 4.8 reflects good agreement from the research sample in regard to the interpersonal relationship with a value (3.52), which identifies the interpersonal relationship as the most important group of variables of turnover intention. This is followed by the working environment with a mean value (3.50), which also reflects good agreement and identifies working environment as the second important group of variables of turnover intention. Furthermore, job satisfaction is ranked after working environment with a mean value (3.34), which reflects good agreement to identify it as a significant

variable of turnover intention. Also, organisational commitment denotes a mean value (3.29), which reflects good agreement and is identified as one of turnover determinants. Turnover intention and payment justice show the mean (2.78) and (2.74) respectively, which both reflect good agreement.

Arguably the interpersonal relationship is the most important dimension of the turnover intention determinants among faculty members in KSA universities, where such results, as mentioned above, refer to many reasons, such as: any lack of interpersonal communication at work, increased incidence of research rejection, little opportunity for research, untested teaching strategies, lower salaries, and disputes over educational standards which lead to actual and intentional turnover among those faculty members studied. Similarly, the results are consistent with the study by Conklin and Desselle (2007), which examined the factors that lead faculty members in the pharmacy department at Duquesne University, Pittsburgh to intend to leave or stay at their most recent academic institutions. The study also sought to determine the role of organisational and individual characteristics in explaining turnover intent among the individuals studied. The researchers posited that the success and prosperity of academic staff depends heavily on interdisciplinary consensus, which is the level of agreement upon teaching and academic research, and organisational policies and procedures. It was also found that faculty members with good levels of discipline are able to combat additional negative effects on their productivity (e.g. an excessive work load). Nevertheless, in general, a lack of interpersonal communication at work, an increased the incidence of research rejection, little opportunity for research, untested teaching strategies, lower salaries, and disputes over educational standards are considered as leading to actual and intentional turnover among those faculty members studied.

4.4 Testing Hypotheses

4.4.1 First Hypothesis

First Hypothesis (H1): There is a significant impact of faculty members' demographic variables on turnover intention at the Saudi Arabian Universities.

This hypothesis has been divided into four sub-hypotheses:

H1.A: There is a significant impact of a faculty member's age on turnover intention at the Saudi Arabian Universities.

A simple regression test was implemented in order to test this specific hypothesis, and Table (4.9) demonstrates the obtained results from the correlation between the independent variable (faculty member's age) and the dependent variable (turnover intention). The R-value (0.080^a) relates to the connection between the independent variable (faculty member's age) and the dependent variable (turnover intention). Moreover, the value of sigma (0.129) has an increased level from that declared significant ($\alpha=0.05$), which highlights that no significant effect is present into a faculty member's age, and thus this hypothesis is rejected.

Table 4. 9: Correlation between faculty member's age and turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.080 ^a	.006	.004	.45616	0.129	0.08

H1.B: There is a significant impact of a faculty member's education on turnover intention at the Saudi Arabian Universities.

A simple regression test was utilised in order to test this hypothesis, and the obtained results are shown in Table (4.10) below, which demonstrate the correlation between the independent variable (faculty member's education) and the dependent variable (turnover intention). The R-value (0.052^a) refers to the correlation between the independent variable (faculty member's education) and the dependent variable (turnover intention). The value of sigma (0.329) is greater than the level of significance ($\alpha=0.05$), which shows that no significant effect exists of a faculty member's education on turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is also rejected.

Table 4. 10: Correlation between faculty member's education and turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.052 ^a	.003	.000	.45702	0.329	0.978

H1.C: There is a significant impact of a faculty member's gender on turnover intention at the Saudi Arabian Universities.

A simple regression test was incorporated in order to test this hypothesis; and the obtained results are shown in Table (4.11) above, which highlight the correlation between the independent variable (faculty members' gender) and the dependent variable (turnover intention). The R-value (0.165^a) relates to the connection that exists between the independent variable (faculty members' gender) and the dependent variable (turnover intention). The R-square value indicates a 2.7% alteration or difference in a faculty member's turnover intention, as expressed by the working environment, as the other remaining 97.3% is expressed by other factors. This correlation is considered to show a weak relationship between the two variables.

Table 4. 11: Correlation between faculty member's gender and turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.165 ^a	.027	.024	.45137	0.002	-0.165

According to Table (4.11), the value of sigma (0.002) is lower than the significant level ($\alpha=0.05$), which indicates that there is a significant effect of the faculty member's gender on turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is accepted.

H1.D: There is a significant impact of a faculty member position on turnover intention at the Saudi Arabian Universities.

A simple regression test was utilised to test this hypothesis, and the results that were obtained, as shown in Table (4.12) above, demonstrate the connection between the independent variable, i.e. the position of the faculty members, and the dependent variable, which is the overall turnover intention. Also, the R-value (0.166^a) relates specifically to this relationship between the same independent variable and the dependent variable. Indeed, the alteration or difference in a faculty member's turnover intention is indicated as 2.7% by the R-square value, as expressed by the working environment, while the other remaining 97.3% is expressed by other factors. This correlation is considered to show a weak relationship between the two variables.

Table 4. 12: Correlation between faculty member's position and turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	0.166 ^a	0.027	0.025	0.45131	0.002	0.166

According to Table (4.12), the value of sigma (0.002) is lower than the significant level ($\alpha=0.05$), which indicates that there is a significant effect of the faculty member's position on turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is accepted. In fact, this creates a positive effect in accordance with the beta value, which creates improvement and increases a faculty member's position to increase the turnover intention.

4.4.2 Second Hypothesis

H2: There is a significant impact of organisational variables on faculty member turnover intention at the Saudi Arabian Universities.

This hypothesis has been divided into three sub-hypotheses as follow:

H2.A: There is a significant impact of interpersonal relationships on faculty members' turnover intention at the Saudi Arabian Universities.

A simple regression test was implemented in order to test this hypothesis, and the results that were obtained are shown in Table (4.13) above, which demonstrates the correlation between the independent variable (interpersonal relationships) and the dependent variable (faculty members' turnover intention). The R-value (0.093^a) relates to the linked connection between the independent variable, i.e. interpersonal relationships, and the dependent variable (faculty members' turnover intention). The value of sigma (0.079) is at a greater level than that deemed significant ($\alpha=0.05$), thus it is demonstrated that no significant effect is evident into the relevance of interpersonal relationships on faculty members' turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is rejected.

Table 4. 13: Correlation between interpersonal relationships and faculty members' turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.093 ^a	.009	.006	.45565	0.079	-0.093

H2.B: There is a significant impact of the working environment on faculty members' turnover intention at the Saudi Arabian Universities.

A simple regression test was used; table (4.14) shows the obtained results of the correlation between the independent variable (working environment) and the dependent variable (faculty members' turnover intention). The R-value (0.135^a) refers to the correlation between the independent variable (working environment) and the dependent variable (faculty members' turnover intention). The R-square value indicates a 1.8% change or variance in the faculty member's turnover intention as expressed by working environment, and the other remaining 98.2% is expressed by other factors. Overall, this correlation is considered to show a weak relationship between the two variables.

Table 4. 14: Correlation between working environment and faculty members' turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.135 ^a	.018	.016	.45342	0.01	-0.135

According to Table (4.14), the value of sigma (0.01) is lower than the significant level ($\alpha=0.05$), which indicates that there is a significant effect of the working environment on faculty members' turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is accepted. According to the beta value, the type of this effect is negative, which means that any improvement of the conditions of the working environment reduces the faculty member's turnover intention.

H2.C: There is a significant impact of payment justice on faculty members' turnover intention at the Saudi Arabian Universities.

A simple regression test was utilised in the study in order to test this hypothesis, as the results that were obtained show in Table (4.15) above, which relate to the correlation that exists between payment of justice, which is the independent variable, and the turnover intention of different faculty members, which is the dependent variable. Also, the R-value (0.241^a) relates to this specific correlation between both the same independent variable and the dependent variable. The R-square value indicates a 5.8% change or variance in the faculty member's turnover intention as expressed by payment justice and the other remaining 94.2% is expressed by other

factors. This correlation is considered to show a weak relationship between the two variables.

Table 4. 15: Correlation between payment justice and faculty members' turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.241 ^a	.058	.055	.44413	0.000	-0.241

According to table (4.15), the value of sigma (0.00) is lower than the significant level ($\alpha=0.05$), which indicates that there is a significant effect of the payment justice on faculty members' turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is accepted. According to the beta value, the type of this effect is negative, which means that any improvement on the payment justice variable reduces the faculty member's turnover intention.

4.4.3 Third Hypothesis

H3: There is a significant impact of individual variables on faculty members' turnover intention at the Saudi Arabian Universities.

This hypothesis divided into two sub-hypotheses:

H3.A: There is a significant impact of organisational commitment on faculty members' turnover intention at the Saudi Arabian Universities.

A simple regression test was deemed necessary in order to test this hypothesis, and the obtained results are shown in Table (4.16) above, which highlight the correlation between the independent variable (organisational commitment) and the dependent variable (faculty members' turnover intention). The R-value (0.007^a) refers to the correlation between the independent variable (organisational commitment) and the dependent variable (faculty members' turnover intention). The value of sigma (0.887) is higher than the significant level ($\alpha=0.05$), which indicates that there is no significant effect of organisational commitment on faculty members' turnover intention at the Saudi Arabian Universities. Thus, this hypothesis is rejected.

Table 4. 16: Correlation between organisational commitment and faculty members' turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	.007 ^a	.000	-.003	.45761	0.887	-0.007

H3.B: There is a significant impact of job satisfaction on faculty members' turnover intention at the Saudi Arabian Universities.

A simple regression test was implemented to test this hypothesis, and the obtained results are shown in Table (4.17) above, which highlight the connection that exists between job satisfaction as the independent variable and the turnover intention from faculty members, which is the dependent variable). The R-value (0.276^a) relates to this specific correlation that is shown between both the same independent variable and the dependent variable. The R-square value indicates a 7.6% change or variance in the faculty member's turnover intention, as expressed by job satisfaction, while the other remaining 92.4% is expressed by other factors. Overall, this correlation is considered to be a weak relationship between the two variables.

Table 4. 17: Correlation between job satisfaction and faculty members' turnover intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sigma	Beta
1	0.276 ^a	0.076	0.073	0.43989	0.000	-0.276

According to Table (4.17), the value of sigma (0.00) is lower than the significant level ($\alpha=0.05$), which indicates that there is a significant effect of job satisfaction on faculty members' turnover intention at the Saudi Arabian Universities. Thus, in the end this hypothesis is accepted. According to the beta value, the type of this effect is negative, which means that any improvement and increasing of the job satisfaction variable reduces the faculty member's turnover intention.

Table (4.18) shows a summary of the results of the hypotheses, and in accordance with the table as mentioned above, the results of the current study can be summarised as follows:

- 1- Most of the faculty members at Saudi universities do not have turnover intention.

- 2- The demographic variables that affect a faculty member's turnover intention are the gender and position variables.
- 3- The organisational factors that affect a faculty member's turnover intention are the working environment and payment justice.
- 4- The personal factor that affects a faculty member's turnover intention is their job satisfaction only.

Table 4. 18: Summary of the Hypothesis Results

Hypothesis	R	R. Square	Sigma	Accepted/Rejected
1. H1.A: There is a significant impact of a faculty member's age on turnover intention at the Saudi Arabian Universities.	0.080	0.006	0.129	Rejected
2. H1.B: There is a significant impact of a faculty member's education on turnover intention at the Saudi Arabian Universities.	0.052	0.003	0.329	Rejected
3. H1.C: There is a significant impact of a faculty member's gender on turnover intention at the Saudi Arabian Universities.	0.165	0.027	0.002	Accepted
4. H1.D: There is a significant impact of a faculty member's position on turnover intention at the Saudi Arabian Universities.	0.166	0.027	0.002	Accepted
5. H2.A: There is a significant impact of interpersonal relationships on faculty members' turnover intention at the Saudi Arabian Universities.	0.093	0.009	0.079	Rejected
6. H2.B: There is a significant impact of the working environment on faculty members' turnover intention at the Saudi Arabian Universities.	0.135	0.018	0.01	Accepted
7. H2.C: There is a significant impact of payment justice on faculty members' turnover intention at the Saudi Arabian Universities.	0.241	0.058	0.00	Accepted
8. H3.A: There is a significant impact of organisational commitment on faculty members' turnover intention at the Saudi Arabian Universities.	0.007	0.00	0.887	Rejected
9. H3.B: There is a significant impact of job satisfaction on faculty members' turnover intention at the Saudi Arabian Universities.	0.276	0.076	0.00	Accepted

4.5 Discussion of Present Results in relation to Previous Research

The research results from the current study are required to be compared with what was obtained from the previous studies that were covered in the Literature Review. Consequently, it will be possible to ascertain the relevance and understanding from the current research questions from the present study, while also confirming its overall effects.

R.Q First: What is the status of turnover intention among faculty members at Saudi Arabian universities?

According to the analysis of the current study's results, it is apparent that the general mean of all statements of job satisfaction is (3.34) with 66.8% relative importance, which reflects good agreement. Additionally, the figure of (1.09) is shown as the standard deviation values, and this is a normal relevant value that denotes concurrence with the samples responses. Thus, the main findings confirmed that most of the faculty members at Saudi universities do not have an intention to leave their positions. However, the results showed that the respondents often think about leaving their current job. Also, they indicated that looking for a new job is not probable in the next year, and that they will not leave the institution in the near future. Add to that, the results show that most of the faculty members at Saudi universities do not feel that they have been given a fair amount for their work, and that the benefits they received are not as good as that which most other institutions offer.

In addition, the employees feel that the persons who do well on the job do not get a fair chance in promotion. On the other hand, the respondents feel accomplished and have achieved success in their job, feel satisfied with their job, feel that their job is enjoyable, and feel satisfied with their chances of salary increases. What is more, it is the employees' belief that they have the chance to do different things from time to time. According to Brewer *et al.* (2012), it was viewed that an employee's general feelings and attitudes towards his/her job (job satisfaction), without reference to any specific facet of that job, was considered as a turnover determinant. On the other hand, Forrier and Sels (2003) confirm the correlation between temporary/permanent employment and employability that has existed within Belgian institutional working environments. It was argued that both organisations and temporary employees might

be confronted with difficulties attributed to the development of employability as a trend through training courses.

Nevertheless, universities, through national responsibility, do not mind supporting these entities that need a new approach to administrative and technical development, as students and educational quality pay the price for this attrition. It caused a shortage of faculty members and thus has been behind the large number of issues, ranging from those affected departments to those becoming problems of university administration.

R.Q Second: What are the demographic variables that affect a faculty member's turnover intention?

The results showed that there are two demographic variables that affect the faculty members' turnover intention, which are through the gender and the position held, while the age and education variables did not affect turnover intention. According to Lee *et al.* (2006), some demographic attributes are predictors of employee turnover, such as tenure (number of years within the same university), age, and number of children, educational level, and gender. Nyamubarwa (2013) claimed that there are multiple factors that influence turnover intention in organisations, where the individual (employee specific) factors are considered to be one of them, which shape turnover decisions. Some of these factors are age, tenure, gender, ethnic group, family responsibilities, educational level, personality style, and other personal considerations. In a similar study, Katri *et al.*'s (2001) results showed a negative correlation to exist between turnover intention and three different specific demographic factors: age, gender, and level of income. Moreover, when the probability of leaving or intending to leave was greater, it was shown that the employee would have a higher educational level. Additionally, managerial employees are less prone to leave than non-managerial employees in relation to the job category and gender, while males are shown to also stay within a role more often than females, who are more likely to leave. Nonetheless, certain studies maintained that no connection exists between gender and turnover intention, in the same way that the current research denoted. Comparatively, the study by Pierce-Brown (1998) produced different results to show a significant connection with turnover intention in relation to gender. In this context, Ang *et al.* (1994) and Herbohn (2005) indicated that there is a gender-based wage differential in

organisations. Invariably, employers believe that females are more likely to have discontinuous periods of employment than males.

Similar to the current study, the results by Heydarian and Abhar (2011) found that turnover intent/ actual turnover are related negatively with respect to the age of an employee, and the position filled within a company. Their findings concerning the gender of employees showed contradictory results. The relationship between position and personal/individual factors and their influence on the intent to leave or actual leaving was examined by Heydarian and Abhar (2011), as well as Tian-Foreman (2009). Their findings revealed that individuals who have a managerial rank have lower rates of turnover intention than those who are in non-managerial ranks. Furthermore, Shapira-Lischshinsky (2009) found that women's rates of turnover intentions and actual turnover are higher than in men.

On the other hand, some previous studies did not agree with the results of the current study. For instance, the Ucho *et al.* (2012) conducted a study that was carried out in the Nigerian marketplace, and found that there is no relationship between gender and the causes of employee turnover. Moreover, Tian-Foreman (2009) addressed both gender and tenure as personal factors that might have an effect on turnover intentions. However, their findings revealed that gender does not affect turnover intention in any way. Furthermore, the findings of Quan and Cha (2010) showed that younger employees have higher turnover intention rates than older ones, and younger employees experience less job stress than older ones.

In addition, Oskarsdottir (2015) has shown that certain demographic factors can be significant predictors of turnover, such as age, tenure with the organisation, gender, education and the job level. Also, it indicated that younger employees are more likely to leave than their colleagues. Thus, employees with longer tenure are also less likely to leave, which refer to the fact that employees with longer tenure often have more invested in the organisation. Besides that, this study pointed out that turnover is higher for middle level jobs than for both highly specialised as well as lower level employees who tend to have a longer tenure.

Furthermore, the result of the current study included that employees who are in a minority among their colleagues are more likely to leave their job, no matter if it is their race, ethnicity, sex or age. Generally, when gender and marital status does not

relate to turnover from the opinion of these study results and discussions, married employees seem to be more satisfied than their unmarried employees, and they gain more support and feel less stress. When these study results highlight the significance of the issue regarding having children at home it leads to higher turnover in general, especially for women.

Arguably, the results from these studies have shown the employees that are most likely to have turnover intentions are those that are without young and/or without educational training. Additionally, the proportion of unskilled employees among participants was 66% (where the study considered younger employees as those 29 years old or younger, so younger employee account for 42% of participants).

Finally the results of this study have shown that over half of respondents had thought of leaving and those that are likely to look for other jobs are far along in their withdrawal process. Additionally, the fact that 26% of respondents had thoughts of leaving but are not likely to look for other jobs might indicate that they have already started the withdrawal process and become withdrawn from their job. Indeed, most participants that had thoughts of leaving were actually dissatisfied with their wages.

According to the study by Masemola (2011), it has been determined that the younger employees are more likely to leave in comparison to older employees, as findings highlighted a consistent correlation between age and turnover intention. Moreover, it was denoted from the results that female employees has a frequently had a lower level of education and qualification than their male counterparts. Invariantly, the female participants who worked in administration held their highest level qualification as a form of certificate or diploma, which in total was the majority of respondents.

In addition, minimal impact has been shown in relation to the correlation of gender to turnover intentions through the findings of the research, even though a negative correlation was exhibited to exist between the two individual variables, as men were shown to produce a lower turnover intention than women. When the influence of marital status is inconsistent in determining turnover, it is found that marital status has little effect on turnover intentions. Hence, no significant difference in the correlation between the two variables has been shown to exist from the results of the study, as unmarried couples demonstrated lower intentions of staying than married respondents.

In a study with similar results to the current research, a significant association was shown to exist between turnover intention and the different demographic variables, which included: gender, age, marital status, dependent children, education level, nursing tenure, tenure within an organisation and position, as well as monthly payments (Almalki *et al.*, 2012). In general, older nurses were shown to have a lower level of turnover intention than younger nurses, as the younger nurses were reported to be less satisfied within their work and duties. Invariantly, older nurses often develop stronger personal links to their organisation of employment, which makes the concept of leaving prior to retirement as expensive and unproductive.

Likewise, it was also found by Almalki *et al.* (2012) that female participants presented a lower chance of intending to leave their current employment, although the research is not fully conducive in relating the correlation between gender differences and the satisfaction and turnover intention of the employees. The idea that the female nurses are more satisfied in their work has been shown through various studies, which show that they are more likely to remain in their current place of employment. Moreover, certain studies have exhibited the knowledge that no correlation can be found to exist between gender and the satisfaction felt by employees that could result in their leaving intention. In total, female nurses were more satisfied with their working existence than men, which meant that they were less intent on withdrawing from their form of employment than what their male peers were. This can be concluded from formulating one of two reasons: firstly, 32.7% (n = 166/508) was the total of males nurse used in the study and approximately 99% of that total (n = 164) came from Saudi Arabia.

Invariably, Saudi Arabian males choose to work in close proximity to their communities, as they are generally responsible for their families, parents and relatives, which mean that they have to work closely in order to fulfil these specific responsibilities. Nevertheless, the male nurses within Saudi Arabia do not gain the opportunity to work in their own areas of living space, which is directly in contrast to the female nurses in the same country. Furthermore, the poor public image of nursing in Saudi Arabia is another feasible reason for the differences in gender in regards to turnover intention, as within Saudi Arabia males comprise 36.4% of the total staff.

R.Q Third: What are the organisational factors that affect a faculty member's turnover intention?

The current study investigated the organisational factors that affect the faculty members' turnover intention at Saudi Arabian universities in terms of interpersonal relationships, working environment, and payment justice. The results showed that the interpersonal relationships at the university did not have an effect on turnover intention, while the working environment and payment justice did. From the results, in terms of interpersonal relationships, most of the respondents have a good working relationship with their colleagues, and they enjoy working with their co-workers, as their colleagues usually support them at work. In addition, the respondents indicated that there is a clear channel of communication at their workplace. Meanwhile, the respondents suggested that their upper management does not involve the staff in the decision-making processes.

In terms of the working environment, the results showed that the working environment at the selected universities is somewhat comfortable, as it appears that the mean of the participants' answers ranged from (3.23) to (3.95), with (1.09) standard deviation value and (70) relative importance, together with adding to that the average mean (3.5), which indicates a good level of agreement. Most of the respondents like the things they do at work, where they have the necessary equipment and tools to facilitate doing their job, and they handle tasks at work with their own judgment. It can be analysed that the faculty members at Saudi universities receive constructive feedback in a way that emphasises positives rather than negatives. They also have the chance to get to know other people in their job, which indicates that the working environment in Saudi Arabian universities is good and comfortable to some extent.

In terms of payment justice, the results revealed that the respondents feel justice in terms of their work schedule. However, most of them believe that their level of pay is not fair in relation to their workload. Moreover, they do not see that the rewards they receive to be quite fair at their university, and that they are not satisfied with their salary. Furthermore, the respondents explained that they do not receive an additional bonus if they do additional work. These results indicate that most of the faculty members at Saudi Arabian universities do not feel payment justice, and that the

payment justice issue at Saudi universities needs more attention from the decision makers.

Predominantly, there are many previous studies, which investigated the same issue and found similar results to the current study. For instance, according to Aladwan *et al.* (2013), a high salary level influences organisational commitment positively, and this will be reflected in a lower intention to leave. Moreover, payment and job satisfaction have direct effects on turnover intention. In other words, the higher the salary, the more positively affected staff performance will be. In addition, Paulsen (2014) stated that once employees feel unmotivated or disengaged within a working environment, once they do not have clear responsibilities or performance standards, or once they feel that they are not directed as required, they would leave their schools for places where their interests are given priority and attention.

Lee *et al.* (2012) used the linear structure model to scrutinise the reasons that motivate hotel employees in Taiwan to plan to leave their jobs. Their findings showed that there are positive relationships between work environments, payment, and personal relationships and turnover intention.

The factors of teacher turnover that are employer-related, employee-related, alongside external-related within private secondary schools in Uganda were examined by Candle (2010). It was found that the main reason for teacher turnover was thought to be low wages more than any other factor. Indeed, more experienced teachers who were well trained were shown by the findings to be more inclined to withdraw from their schools in order to seek better opportunities of employment. Moreover, according to the study by Shapira-Lishchinsky (2012), it appeared that a teacher's working conditions have a pivotal role in the quality of teachers' attitudes regarding their institutions, and it was also suggested that college can change their policies to attract experienced staff members, reward them, and motivate them in order to reduce teacher turnover.

On the other hand, some previous studies' results did not agree with the current study's results. For example, Conklin and Desselle (2007) examined the factors that lead faculty members in the pharmacy department at Duquesne University, Pittsburgh in the USA, who intend to leave or stay at their most recent academic institutions. It was found that a lack of interpersonal communication at work and lower salaries are

considered as leading to actual and intentional turnover among those faculty members studied. According to Pamu (2010), the working environment is found to have a direct effect on teacher turnover and the intention to leave. Furthermore, other than the job environment, the age of the teacher has an influence on the intent to leave, as younger faculty members with lower job satisfaction levels are increasingly more likely to withdraw from current employment or intend to do so. Also, instructors who are less satisfied with their jobs and do not like working at a particular school, and who have continuously changed schools are more likely to intend to withdraw.

One study has shown that in the generation Y and X nurses, there were no evidential correlation between the relation to how they perceived the working environment of nursing staff and how their overall intention to withdraw from their position or even profession completely would be affected (Chaitra and Murthy, 2015). Moreover, it was shown through that particular study that possessing the opportunity of responsibility and freedom that may offer development into their own activities means creates encouragement relating to work environment identification and attachment, which may minimise turnover intention. Additionally, the importance of intrinsic motivation to reinforce affective commitment was demonstrated through the same study, which helps in facilitating the understanding of how intrinsic motivation correlates to employee turnover intentions. Therefore, employees develop a sense of identification and attachment within the organisation where they work, as they have become connected and motivated by their own work, which is subsequently related negatively to turnover intention. Contrastingly, it has been concluded that pay and variables related to pay only modestly affect turnover, as the analysis within the research also included different studies that have analysed the evidential correlation between the level of pay and the performance and turnover of a person (Chaitra and Murthy, 2015). It was deduced that high performers subsequently withdraw from their current employment when they feel that they are insufficiently rewarded, as individual incentives are commonly replaced by collective reward programs, which may lead to higher turnover among high performers.

Contrastingly, the significance of the working environment in the overall turnover decision has been highlighted, as when employees perceive it to be a good working environment they are increasingly less likely to have an intention to leave their job (Markey *et al.*, 2012). It was concluded in that study that most employees with the

idea of possibly withdrawing from their job perceived their jobs to not function in a good working environment, while a workplace that maintained a good quality produced low levels of stress for the employees, as well as feelings of appreciation from the management and a distinct lack of threat. Also, the research confirmed that an employee is more likely to want to leave if they do not receive enough important information in time, which can cause stress and experience in a reduction in the level of job satisfaction. As a consequence, all of these circumstances result in negative effects upon the working environment, which leads employees to think about leaving their job. Hence, through increasing the level of job satisfaction, an employee may start to gain pleasure in the working environment, which will enable a business to create an atmosphere where the employee does not think about leaving their job. This can be achieved through various techniques, such as: continuous provision of information to the employee in relation to vital decisions, alterations and relevant plans for the future, as well as making sure that an employee does not become increasingly stressed by issues of work.

Another crucial aspect which is viewed through the result of the study by Markey *et al.* (2012) is represented with: organisations that wish to reserve their workforce efficiency should concentrate initially on achieving a good quality work environment, which eliminates high stress levels and with perceptions of appreciation by management and a lack of threats at work. These former procedures are basic to reduce later turnover intentions and should be implemented before expending effort (time and money) on formulating, plans, strategies, solutions, and factors that contribute to job satisfaction and increasing the provision of information to employees of important decision making processes. Therefore, all of such results confirm the high importance of the work environment as the main determinants of turnover intention. Such results concluded with the research by Qureshi *et al.* (2013), which examined working environment relationships with turnover intention that concluded that overall organisational working environment is one specific high employment turnover factor that includes workplace communication, the political environment, the behaviour of a manager, and the effect from colleagues.

Overall, the principle notes that can be denoted from this study stem from three specific points. Firstly, a major reason for employee high turnover intention is found through inadequate working conditions. Secondly, a significant influence on the

leaving intention of an employee comes from the quality of supervision. Thirdly, increased stress levels and turnover intention will be caused through minimal supervision and reduced support from managers who are conducting the task in question.

In addition, Malik *et al.* (2011) stated in their research showed the importance of turnover intention reduction for employees, which exhibits how human resource departments in almost every country have serious organisational challenges. Hence, employees are involved in fair motivational activities through the department for human resource management. Statistical tests produced the study's findings that helped determine the turnover intention, together with both positive and negative determinants of employees. Invariantly, reduced job satisfaction, minimal levels of communication between employees and management, alongside a failure in training were shown from the results as strong indicators and important factors, which may result in turnover intention for employees. However, less significant factors in the overall turnover intention comes from managerial attitudes and the workplace environment. Therefore, significant measures to increase the satisfaction of employees, the development of the level of communication between employees and management, as well as continuous training for those involved should be implemented by those managers in the Human Resource Department.

In the current study, the mean value of the perceived flexible work environment came out at 3.5, which demonstrates that employees are satisfied with the flexible work environment. In regards to the turnover intention of employees, the variation among responses came to 0.60, and this variable's reliability came to 74 %. Together, the correlation between a flexible work environment and the overall turnover intention of employees stood at .028, which is marked as basically insignificant.

From another point of view, based on the results from the study by Jadayil (2011), the main conclusions point to the significance of payment justice in turnover intention, which is consistent with the current research results. Overall, the results are able to be summarised in the points below:

- In regards to factories that are located within big cities, the salary and the working conditions/environment are presented as the main reasons for possible employee turnover.
- In regards to factories that are located in farm regions and away from big cities, in locations where individuals live predominantly on cultivation, salary and working conditions/environment are again the main reasons for turnover, although with greatly decreased severity.
- In regards to factories that are situated in villages, where the communities' livelihood relies of livestock (sheep), salary becomes the only clear reason for employee turnover, although with much less acceleration than in the city.
- Individuals who live within big cities suffer more as a consequence of having low paid salaries in comparison to people who live in agricultural regions or those from villages who generally remain poor.
- Employee turnover from factories that are situated in industrial cities is generally directed through salary, although the reason for possible employee turnover in relation to factories which are situated outside these cities stems from the emotional and psychological state of the employees, as well as their relationships with the surrounding environment, conditions of the workplace, and the services provided by the employer to the employees.
- An example of how this functions in a Middle Eastern country is shown within Jordan, as the industrial sector has an issue with employee turnover, which is generally related to the conditions in work, as well as the environment. Hence, those conditions have a requirement to be improved in order to create a reduction in the problem of employee turnover.

Certain results from previous research have not agreed completely with the current study's results. For example, Ahuja *et al.* (2006) summarised their results as follows:

- The level of fairness with rewards is integral for employees, as offsite work and additional travel should be highlighted, particularly as these employees would experience a lack of social interaction in times that they work away from the headquarters.
- Employees viewed pay and reward equity to be vital, particularly as they would judge their own jobs and careers in direct comparison to their colleagues or peers at the place of work.

- Work exhaustion, the level of fairness in rewards, as well as autonomy could clearly predict organizational commitment, although rewards' fairness did not impact work exhaustion.
- Employees may develop feelings of bitterness towards their organisation if there is only a minimal level of fairness in rewards, which may reduce commitment directly, although this does not result in feelings of exhaustion at work.

In addition, it has been stated that when employees receive different rewards for their work, they are often shown to fulfil their requirements and wants, while also creating a better positive state of emotion, which ultimately enhances the need to increase their commitment to the level of the employer (Mahdi *et al.*, 2012). Hence, it is feasible that an employee will increase their own level of organisational loyalty following the development of positivity through fair and supportive treatment at work, especially in regards to beneficial work conditions, together with good co-worker and supervisor relationships. Similarly, these employees will become committed to a job and express organisational loyalty, when a positive state of emotion is instilled through their work presenting itself as interesting, challenging and gratifying, as well as creating self-direction skill and ability advancement, and autonomy enhancing opportunities autonomy. Consequently, employee turnover intention is dramatically reduced when all these factors are implemented into an organisation.

Finally, Ruqaiya *et al.* (2013) confirm that the results from the current study result as creating a significant positive relationship between teachers' turnover and turnover intentions (future turnover), as well as demonstrating a significant negative relationship between organisational climate and intentions to quit. Moreover, there was a significant negative relationship between organisational climate and intentions to transfer, while there was no mediating effect of organisational climate on the relationship of teacher turnover-turnover intentions.

R.Q Fourth: What are the personal factors that affect a faculty member's turnover intention?

The current study investigated the personal factors that affect the faculty members' turnover intention at Saudi Arabian universities in terms of organisational commitment and job satisfaction. It was found that organisational commitment has no

effect on faculty members' turnover intention, and the result appears that the mean of the participant's answers ranged from (2.79) to (4.17) with (1.09) standard deviation value and 65.8 relative importance. However, most of the respondents feel that their university is a great institution to work for, although they do not feel any obligation to remain with their current employer. Moreover, some of the faculty members at Saudi Arabian universities feel that the university is a great institution to work for, and do not feel it would be right to leave the university even if it was to their advantage, most of the respondents explained that their life would be disrupted if they wanted to leave the university at present. In this context, many previous studies disagreed with the results of the current study. For example, the study by Jehanzeb *et al.* (2013) confirmed that there was strong support for the hypothesis that states a negative relationship between organisational commitment and turnover intention, and organisational commitment, which represents one of the most significant determinants of turnover intention.

While job satisfaction has an effect on the turnover intention, the result appears that the general mean of all statements of job satisfaction is (3.34) with 66.8% relative importance. Added to that, most of the faculty members at Saudi Arabian universities do not feel that they have been given a fair salary for what they provide as work, and that the benefits they received are not as good as the wages and benefits on offer at most other institutions in other similar countries. In addition, they see that the persons who do well in the job do not get a fair chance in promotion. On the other hand, the respondents who see that they have accomplished and achieved their job successfully and are satisfied with their job, feel that their job is pleasurable, and feel satisfied with their chances of salary increases. Additionally, they have the chance to do several things.

In terms of the organisational commitment of the faculty members, the results revealed that most of them see their university as a great institution to work for, although they do not feel any obligation to remain with their current employer. Moreover, most of the faculty members feel very little loyalty to their university and accept any type of job/assignment in order to keep working for it, although most of them explained that for them to possibly leave the university at the present time could be instilled through only very little change to their present circumstances. The faculty members show organisational commitment to their university, due to most of them

attempting to apply extensive effort beyond that which is generally believed to be a necessity in order to help their university to be successful, whereas most of them see their universities as inspiring the very best in them in terms of job performance. Furthermore, most of the faculty members explained that their life would be disrupted if they left the university at present, and that their university is the best university they have ever worked for in comparison with other institutions. Indeed, many previous studies agreed with the current study results. For example, Yin-Fah *et al.* (2010), which was based on private sector employees in Petaling, China, suggested that organisational commitments, job stress, and job satisfaction all have a significant relationship with turnover intention. Usually, organisational commitment and job satisfaction have a negative relationship with staff turnover intentions.

In contrast, some previous studies do not agree with the results of the current study. For instance, a study by Ucho *et al.* (2012) pointed out that employees are less likely to leave their jobs regardless of their level of job satisfaction because of the scarcity of available job opportunities and the absence of well-structured schemes in the Nigerian marketplace. Moreover, there was a suggestion that the duration of employment did not have an effect on employees having the intention to seek out better employment. Furthermore, Bergiel *et al.* (2009) proposed that a high level of organisational commitment in staff is reflected negatively in turnover intention. Labatmediene (2007) confirmed that the turnover intention rate is lowered as a result of the level of organisational commitment that moderates variables related to support and job satisfaction. Pharmacy faculty members decide to stay or leave based on their sense of commitment towards their institutions above all the other variables.

The study by Meem (2012) confirmed these research results, which examined the significant relationship between variables, demographics (number of years in service), burnout and organisational commitment, with turnover intention. In other words, this study seeks to determine whether the presented variables linking to turnover intention impact on the employees thinking of whether to stay or leave the organisation. Thus, Meem (2012) concluded that employees would consider staying in the organisation, especially if they experience less of burnout and more of presenting the idea that the organisation needed their support and participation. Besides the impact of client burnout, affective commitment was also integral to the levels of turnover intention. Identifying the degree of burnout in dealing with clients, as well as showing or

making the employees feel needed in the organisation will place great impacts to the employees, thus retaining them in the organisation.

Invariably, a great variety of studies have previously investigated the connection that exists between organisational commitment and turnover intention, together with interpersonal relationship and turnover intention, as well as the satisfaction felt in a job and turnover. For instance, job satisfaction can be improved effectively when a more beneficial work environment will facilitate the harmonious co-worker relationships among employees, as is has been suggested that positive interpersonal relationships and a working environment have significantly positive effects on job satisfaction, such as hotels can often provide (Lee *et al.*, 2012). Additionally, that particular research determined that even though job satisfaction and the level of salary can indirectly affect the rate of employee turnover via the commitment to an organisation, no direct impact is felt upon turnover intention from the level of job satisfaction and salary status. Yet, it has been suggested that lower turnover intention will be created from greater levels of salary and job satisfaction, as well as better levels of organisational commitment. What is more, the research demonstrated that co-worker relationships, levels of salary, and the commitment to organisations, together with the working environment are factors that are integral upon influencing the intention of employee turnover. Invariantly, the organisations aims and strategies of business, alongside the process of the actual jobs, will start to be implemented and determined by the employees following the enhancement of organisational commitment from these individuals.

The study by Foon *et al.* (2010) had come out with few results, which agreed and disagreed with the results of the current study in certain sections. Initially, the correlation between organisational commitments, stress at work, the satisfaction felt at work, and turnover intention among employees who were private were all mediated by the findings in the demographic background through the research, specifically in relation to the fact that turnover intention is actively reduced due to age advancement, service tenure and history of employment. Indeed, employees will gain more job satisfaction and job performance through their development in experiences and knowledge, which will ultimately result in more commitment to the organisation. Additionally, the second stage through that study showed that the outcome can be produced by the overall commitment to an organisation and job satisfaction that is

often determined by the level of salary. Consequently, it is frequently shown that incentives and allowances must be incorporated in relation to the employees' performance by the department of human resources. Furthermore, the results from research have also determined that older employees were clearly had lower rates of turnover intention rate than their younger counterparts, as well as more stress at work than the young workers.

The findings of Aldhuwaihi's (2013) study were consistent with the results of this study, which have determined the correlation that exists between job satisfaction and turnover intention. Additionally, each part of job satisfaction was negatively connected to result in employee turnover intention. The other results that were concluded from the study by Aldhuwaihi (2013) represented the following:

- The biggest influence that was promoted to relate to job satisfaction came from reward schemes and benefits, as well as the manner of work undertaken, which was also followed by communication and operating conditions, or pay and promotion. In regards to job satisfaction and turnover intention, the connection from the perspective of banks was shown, which indicated that a negative correlation existed across three categories of banks.
- Variations across the three bank types were determined by the obtained results in relation to the relationship's strength through different particular remits of job satisfaction. Employee turnover intention was influenced directly from different parts of job satisfaction in non-Islamic local banks in the exact same manner as that found from the whole sample.
- Turnover intention was negatively affected by two components of organisational commitment: affective and continuance commitment. From this, it was confirmed through the results that both components have a direct correlation to turnover intention. Moreover, it was confirmed through previous research that affective commitment is the greatest connection to turnover intention, which is followed by continuance commitment (Meyer *et al.*, 2002).

Another crucial aspect, which can be viewed through the results of the study by Berry and Morris (2008), was the representation of the review that is mediated by overall job satisfaction and examines the proposed correlation that exists between the antecedent, factors of employee engagement, the outcome variables, and the intent of

employee turnover. Also, its result proposed that a high level of organisational commitment in staff is reflected negatively in turnover intention. In other words, turnover intention rate is lowered as a result of the level of organisational commitment that moderates variables related to support and job satisfaction. As a consequence, employees decide to stay or leave based on their sense of commitment towards their institutions above all the other variables. Likewise, Sachdeva (2014) in his study sought to investigate the relationship, nature and the level of work place attitudes (where these attitude include: job involvement, organisational commitment, and job satisfaction), as well as turnover intentions. The research concluded the following results:

- The respondents will demonstrate their personal involvement in the job that they undertake through proving their motivation to work overtime and through the desire to achieve the specified target attachment that is related to their respective jobs. In a specific case, employees of a bank have reduced intentions to withdraw from their respective organisations, as they maintain high levels of commitment to their respective organisations and are greatly satisfied with their jobs.
- Job involvement has been found to have a significant negative correlation with turnover intentions, suggesting thereby that employees with high job involvement tend to have a lower level of intention to quit the present jobs. Hence, employees who demonstrate a low degree of job involvement are generally the most likely to withdraw from an organisation, while those employees who exhibit a high level of job involvement are normally the least likely to withdraw.
- With respect to the relation between organisational commitment and turnover intentions, the research found that organisational commitment has a negative relationship with turnover intentions. In other words, those employees who are generally dissatisfied are more prone to withdrawing from their job, while the satisfied employees have a decreased level of turnover intentions.

Comparatively, the challenges and obstacles with retaining valuable employees in today's labour market were presented in Paulsen's (2014) study, as it investigated the intention to leave. Thus, the research examined work-related factors from the literature and research of turnover intention. The results reflected that the most

significant predictors for turnover intention to be in order of: job satisfaction, leadership and sickness absenteeism, which explained 45.1 % of the variance in turnover intention. Moreover, the research found two age groups divided at the age of 40, but they were indicated to have different ranks of importance for the two age groups through personal resources optimism and self-efficacy, along with job demand, social support and organisational commitment that did not predict turnover intention in employees. Indeed, this study revealed once more the complexity of turnover intention.

Another crucial aspect which can be viewed through the result of the study by Mahdi *et al.* (2012) was represented through the two different ways of job satisfaction that are intrinsic and extrinsic, which have a converse connection to the turnover intentions of employees. Nonetheless, in comparison to the extrinsic satisfaction, it has been shown that intrinsic satisfaction presents significantly contrasting correlations to employees' turnover intention, while it had been anticipated that small correlations would exist between the variables within that research.

A different study had the aim of identifying the existing relationship in connection to employee turnover intentions from the specifications within a job and the satisfaction created within it, as well as determining the how demographic variables would contribute and impact upon the level of intention (Samad, 2006). Moreover, job satisfaction and job characteristics are directly related to turnover intentions, as the analysis through the correlation of job satisfaction and characteristics demonstrated the link to employee turnover intentions from a negative and ultimately vital relationship from these factors. Additionally, if employees happen to experience high level turnover intentions, then the results can normally be decreased through increased job satisfaction, together with better defined job characteristics of skill variety, task identity, task significance, autonomy and feedback.

In addition, another vital issue within that specific research by Samad (2006) was through the need for an analysis into the demographic variables' contributions, alongside how employees' turnover intention was ultimately affected by their job satisfaction and defined characteristics of work. Overall, a negative relationship towards employee turnover intentions was indicated by the regression results to be increased through a good perception of job satisfaction and job characteristics, which

would include: variety of skills, identifying and labelling the significance of the task, as well as autonomy and feedback among IT staff. Indeed, in order to comprehend the turnover intentions of IT staff members, it has been highlighted from the results of Samad's (2006) research that demographic variables, job satisfaction and job characteristics had contributed significantly to the process. However, job characteristics on the whole had less significant effects upon the overall turnover intentions than job satisfaction, as it has been suggested that in order to overcome employee turnover intentions, an organisation's management is required to possess the capability to rectify any problem relating to job satisfaction.

Through a separate study, persons with a higher level of job satisfaction were shown to maintain attitudes of positivity in regards their job, while an individual who held negative feelings was ultimately dissatisfied at work (Mbah and Ikemefuna, 2012). Hence, it is possible to deduce that the employees who retain their jobs and refrain from leaving are the ones who are ultimately satisfied. Therefore, employee turnover will subsequently decrease when the level of job satisfaction is increased. Furthermore, that particular study, which highlighted labour turnover in Total Nigeria PLC, concluded that many factors or causes existed into the development of employee satisfaction: salary satisfaction; nature of work satisfaction; and supervision satisfaction.

A study by Salleh *et al.* (2012) confirmed the results from the current research results, which analysed the rate of turnover present within the retail industry of Malaysia, as job satisfaction levels, organisational commitment, and turnover intention of employees became the specific critical requirements to be addressed. Moreover, the study in Malaysia demonstrated the correlation to employee turnover intentions from job satisfaction levels and organisational commitment. The respondents were shown from the results to be dissatisfied with their salary, but moderately satisfied with sections of job satisfaction, such as: promotion, overall work load, as well as colleagues and supervisors. Consequently, this moderate level of satisfaction would lead to moderate levels of commitment, which would increase the level of intention to leave their present organisation. All the aspects of job satisfaction, apart from relating to colleagues and the commitment to the organisation all related to the employee turnover intention in a significant and negative way. As a result of the findings, retail employees' strategies of retention were suggested.

4.6 Conclusion

Following the investigation into the issues associated with general turnover and turnover intention particularly, the research concentrates on employee turnover with its motivating factors and consequences. Where the literature argued that, the effect of the high rate of instructor's turnover in universities with many minority students might have a negative impact on the educational performance and attainment of those students, especially if their replaced instructors are not well qualified. The researcher sought to highlight the determinants of turnover intention among faculty members in six dimensions (job satisfaction, organisational commitment, interpersonal relationship, working environment, payment justice, and turnover intention). Thus, this chapter presented the analysis of the data collected through a questionnaire and analysed using the SPSS statistic system term with explanation and brief discussion.

The results showed that most of the faculty members at Saudi Arabian universities do not have turnover intention. Moreover, there are two demographic variables that affect the faculty members' turnover intention, which are the gender and the position, while the age and education variables did not affect the turnover intention. Furthermore, the interpersonal relationships at the university did not have an effect on turnover intention, while the working environment and payment justice had a vital effect. It was found that organisational commitment has no effect on the turnover intention of faculty members, while this is also directly affected by job satisfaction. What is more, Saudi universities were shown from the results not to distinguish and exercise effective measures that would develop and maintain their worthwhile and regulated resources. Some of the preventive actions include: a management style policy that is open-door; a policy that upholds strict hiring standards; and training for management that will exhibit possible reasons and examples of job dissatisfaction, together with common evaluations of workplace satisfaction. Indeed, a streamlined and efficient human resource program has been proposed in order to maintain low costs, while increasing their investments in individuals, an organisation may possibly create their own benefits through the development of employee attachment that enhances their obligations to fulfil the requirements. The next chapter will show more detailed presentation of results and explanation of what is the contribution of those variables within the study's theoretical framework.

Chapter Five: Conclusion and Recommendation

5.1 Introduction

This chapter compared the research results, which incorporated past studies' findings that were evaluated in the literature review previously. Also, it presents the conclusion, recommendation and agenda for future research, together with a discussion into the limitations of this research.

5.2 Conclusion

The researcher concludes that:

- The general mean of all statements related to their job satisfaction was (3.34), which reflects a good agreement and can be concluded that the sample's attitude toward the statement was positive. Thus, the participants are satisfied in their jobs.
- The general mean of all statements related to their Organisational Commitment was (3.29) which reflect a good agreement, and it can be concluded that the sample attitude toward the statement was positive, so the participants have organisational commitment to a good extent and have positive attitudes regarding it.
- The general mean of all statements that relate to their Interpersonal Relationships was (3.52), which reflect a good agreement, and it can be concluded that most of the respondents have a good working relationship with their colleagues, and that they enjoy working with their co-workers, where their colleagues usually support them at work.
- The general mean of all statements that related to the Working Environment was (3.50), which reflect a good agreement, and it can be concluded that the working environment at the selected universities is comfortable to a certain extent.
- The general mean of all statements that are related to Payment Justice was (2.74), which reflect the sample as possessing a slightly positive attitude to perception of fairness for payment at the Saudi Arabian universities, to some extent, and it can also be concluded that the respondents feel that their work schedule is fair. However, most of them think that their level of pay is not fair

in addition to their workload. Moreover, they do not see that the rewards they receive as quite fair at their university, and they are not satisfied with their salary.

- The general mean of all the statements that related to Turnover Intention was (2.78), which reflects that the sample has a slight turnover intention at the Saudi universities, while the sample has a positive attitude to some extent regarding it, and so it can be concluded that the respondents often think about quitting their present jobs.
- The general mean of all the statements that related to Relative Importance for all dimensions was (2.78), which identifies the interpersonal relationship as the most important group of variables of turnover, followed by the working environment, job satisfaction, organisational commitment, turnover intention and the payment justice respectively.

On the other hand, it is worth observing that the important step for all Saudi Arabian academic organisations is to adopt the most suitable approaches to reduce the turnover intention of their faculty members. Since the universities could reduce the turnover intention of its faculty members through improving its working environment and its payment system, this should lead to increasing the job satisfaction of the faculty members. In addition to what is revealed above, there are two demographic variables that are associated with the turnover intention among faculty members, which are gender and position. From the above results, the determinants of faculty members' turnover intention at Saudi universities are shown to be the working environment, payment justice, and job satisfaction.

5.3 Recommendations

In accordance with the results and findings of the study, certain recommendations can be drawn from the conclusion as bellow:

First: theoretical recommendations:

- 1- Its recommended to do more research and encompass more variables that could affect turnover intention among faculty members and other part of organization employees.

- 2- Its recommended to expand the investigation in the turnover intention itself as a topic for research specially in Arab countries to stand on solution for this problem before its happened.
- 3- More research should be done on the effect of turnover on other organizational variables like competitiveness.

Second: practical recommendations

- 1- The Saudi universities should implement new strategy to decrease the turnover rates at Saudi universities.
- 2- Create an appropriate institutional framework standing on job satisfaction to reduce the turnover rates at Saudi universities.
- 3- Saudi universities need to state new effective measures in order to develop and maintain worthwhile and dynamic resources.
- 4- The universities in Saudi Arabia must improve the working environment in terms of the development of tools, equipment, and develop a set of training courses for university teachers, thereby increasing their loyalty to decrease the turnover rates at Saudi universities.
- 5- The Saudi universities should adopt most suitable approaches to reduce the turnover intention of the Saudi academic organizations' faculty members.
- 6- The universities in Saudi Arabia must enable employees to express their own feelings of empowerment through conference attendance, development of workshops, together with other forms of learning and training. Moreover, provide them with feedback through the encouragement of new feedback systems that will help determine their performance, and subsequently what would need to be improved upon.
- 7- The Saudi universities should improve the universities' environment and improve the financial position to re- examine their monthly salary and support rewards.
- 8- The universities in Saudi Arabia must provide appropriate and adequate resources, as well as supervisory support, which guarantees employee satisfaction, and distinguish each employee's needs and reward them accordingly. In addition, the universities must enable the faculty members with freedom of movement (consulting) under the university umbrella. This

will facilitate the university turning into a center for the study of projects and research, so that all employees of the university can benefit from consulting and research, instead of transferring employees and alienating them.

- 9- The universities in Saudi Arabia must impose compatible policies with the expectations of the employees and not only the objectives of the universities.
- 10- In Saudi universities, it is obvious that the faculty members are not satisfied with the payment system, as they can find alternative workplaces in which they could receive a higher salary, thus it should also be improved.
- 11- The relationships between the universities in Saudi Arabia and employees should be dominated by the spirit of harmony and mutual trust, to avoid any feelings of anger and boredom of administrative and organizational policies. Moreover, it must try to achieve some of the things that concern the university teachers and improve their productivity, and access to the ideas and beliefs about the working conditions that suit them and improve their productivity.
- 12- The universities in Saudi Arabia should enhance the level of the working environment by hiring the correct staff, and equality in treatment of these staff members. In addition, it should develop and implement job evaluation/appraisal criteria, while putting into place appropriate performance management system.

The universities in Saudi Arabia should invest on training and developing knowledge to be prestigious universities, and to make their employees able to share skills and abilities with colleagues, while reinforcing their abilities more effectively

Third: methodological recommendations:

1. More research should be completed on a larger sample of instructors and universities in other areas in Saudi.
2. More research should be completed on other countries especially Arab countries in gulf to know the reason for high turnover intention.
3. More research should be completed on other sectors which have not been included in previous studies like industrial sector within Saudi such as petrochemical companies.

5.4 Research Reflection

Competent leadership is regarded as the principle force of momentum that enables a university to continue upon its direction towards efficiency, as a competent leader or manager will provide assurance and commitment to the structure of behaviours in a combination of values that are required within any institution. The current study will assist the leadership in the university, through its result and findings, to recognise the issues related to their employees which could potentially halt productivity. The current study's result find that the participants are satisfied in their jobs, and they have organizational commitment to a good extent and have positive attitudes regarding it. Indeed, it is integral to always comprehend the commitment from staff members towards the organisation, as job performance of the teachers can be significantly affected within the faculty of a university that directly determines the employee rates of turnover. Similarly, in a study by Newstrom (2007), it was clearly noted that those employees who are committed to their organisation, generally maintain good records of attendance, adhere to company policy, and ultimately result in lower rates of turnover.

Nonetheless, the current study has demonstrated through its results that the level of educational to be a negative factor upon an employee's commitment. Precisely, an organisation may not be capable of meeting the elevated expectations that an individual may have gained from their higher level of education (Mowday *et al.*, 1982). Consequently, certain preventive measures that are put in place in order to note warnings of dissatisfaction within the workplace and periodic workplace evaluation of satisfaction include: training for management, an open-door management style, while implementing and upholding strict standards of employment hiring. Moreover, institutions will work diligently and forcefully to invest in professional development when they recognise how the faculty is valued. In fact, non-work related training may also be included from the institution. Thus in total, the institution needs to provide the faculty with support and a genuine concern for both personal development (career) and individual personal welfare. However, a streamlined and efficient human resource programme has been stipulated as a recommendation in order to maintain low costs. Add to that, the current study's result find that the participants are satisfied in their working environment at the selected universities are comfortable to a certain extent and they have a feel that

their work schedule is fair. However, most of them think that their level of pay is not fair, in addition to their workload. Moreover, they do not see that the rewards they receive as quite fair at their university, and they are not satisfied with their salary.

Furthermore, the current study's result find that the sample has a slight turnover intention at the Saudi universities, while the sample has a positive attitude to some extent regarding it, and so it can be concluded that the respondents often think about quitting their present jobs. Moreover, that the reasons of turnover are interpersonal relationship and it is the most important group of variables of turnover, followed by the working environment, job satisfaction, organizational commitment, turnover intention and the payment justice respectively

Invariably, when the management within a company permit its development, employee turnover can have a detrimental effect on an organisation and its workers, although it is possible through various means to decrease the effects of turnover. Hence, these preventative measures could be utilised as a measurement of an organisation's performance, in the same manner that turnover rates are. Therefore, even though it is not feasible for an organisation to eliminate turnover completely, the structure of management needs to learn how to deal with these rates and comprehend the detrimental effects that it can have. Furthermore, the management within an organisation needs to be more adequately prepared to take the proper actions from the acquired information from anonymous surveys, while the entirety of all efforts must remained focused on sustaining job satisfaction from the employees and controlling turnover causes and effects. Nevertheless, specific studies have suggested that differences exist between the actual reasons that turnover is present, and the stated reasons from employees in anonymous surveys (Heneman and Judge, 2009).

Contrastingly, in order to maintain and develop a functional working environment, its overall assessment is vital through a regular analytical system that captures and evaluates feedback. Thus, the current research may provide a base for additional future studies that function through the same variables, but on a larger scale, which could ultimately enhance and develop new strategies for the reduction of faculty turnover and the improvement of global retention for new university faculty members

and employees. Additionally, the current study will probably assist in the faculty recruitment decisions within Human Resource Departments at universities in Saudi Arabia.

5.5 Research Limitations

Any research is bound to encounter limitations, which could affect the quality of the information gathered. Some of the limitations of the current study were represented with literature on Determinants of Turnover Intention among Faculty Members in Saudi Arabian Universities, which is considered very rare in the country.

In the current research, the findings as a representation of the whole state need to be interpreted with caution, as the participants were voluntary from five universities in one particular city of the country (Riyadh) in Saudi Arabia, and consequently cannot represent the faculty members throughout the nation. Therefore, this research presents a foundation for additional future studies that could present a bigger sample, which would be sufficient to detect statistically significant associations between the variables under investigation. Also, the overall scope of the research is another potential limitation of the study, as it could be expanded in the future from the current aims into exploring the correlation between demographic factors and faculty commitment, which potentially leads to employee turnover intentions within the faculty.

In general, the current research has presented findings that have demonstrated an initial stage of organisational climate exploration and commitment. Nonetheless, due to the method of sampling, which was based on responses from faculty members working in five universities in Riyadh, Saudi Arabia, the generalisability of the findings is limited. Furthermore, the present research utilised a cross-sectional design, and thus, the cause-and-effect relationship testing is not permitted through this one-time measure.

5.6 Direction for Future Research

Further research will be required in more than five universities in Riyadh city, Kingdom of Saudi Arabia. Future works could include deep empirical research in the University status (Public or Private) of Saudi Arabia. To obtain more generalisable results, future investigations should include faculty members working in other

universities, both public and private, also on all employees in universities, so that researchers and universities come to understand the other predictors that can directly affect turnover intentions at universities. Moreover, any research that is conducted in the future must incorporate different sections of job satisfaction, such as: satisfaction between colleagues, improved supervision, and personal growth opportunities. Many other factors were stated as directly affecting the determination of an employee's turnover intention, which need to be researched in the future, such as: anticipatory socialisation variables, behaviours in job searches, relationships at work, and job characteristics.

In addition, in relation to creating a better understanding of the turnover, various theories and models have been shown to be highly useful in determining certain behaviours, although established models in particular failed to detail the phenomenon in its entirety. Therefore, a reconceptualisation of the models would appear to be highly beneficial, as the models have not fully predicted turnover intentions.

5.7 Research Contributions

The current study contributes to the existing research knowledge by introducing novel data and findings from different countries and education systems, as well as improving the management of faculty member turnover through the process of highlighting the factors that encourage faculty member turnover. It also proposes ideas about how faculty member turnover in the universities of the Kingdom of Saudi Arabia can be controlled.

In addition, Saudi Arabian universities will benefit directly from this research, as they will become aware of the determinants that affect the turnover intention of faculty members. Invariably, this study will improve different educational organizations' understanding of the impact of the work environment, and other associated determinants on the faculty members' work life, as well as organizational productivity.

Furthermore, the faculty members who have an intention to leave their university expend a great effort on searching for a new job and adjusting to new situations. They also work on starting new routines and building interpersonal relationships at a new workplace. Thus, the issue is obviously relevant to managers, researchers,

and individuals, while the prevention can be perceived as better than the cure. Hence, it is more advantageous to manage cases of subsequent employee turnover or to control staff intention to leave instead of spending money and time on solving its detrimental effects. Add to that, employee turnover has significant implications for the individuals themselves who leave their post within a job.

It can be stated that this current study contributes methodologically to understandings of the nature of the chosen sample, which is represented by faculty members at Saudi universities. This category of people has been neglected to some extent by studies in Saudi Arabia. Thus, by attempting to understand the phenomenon of the intention to quit among faculty members, and the factors that impact on the employees' thoughts about leaving their universities, new and valuable information could be added to the literature on this issue.

5.8 Conclusion

This chapter presented the research results, which include various factors. Firstly, the participants are satisfied in their jobs. Secondly, most of the respondents have a good working relationship with their colleagues, and that they enjoy working with their co-workers, where their colleagues usually support them at work. Thirdly, the working environment at the selected universities is comfortable to an extent. Fourthly, the respondents feel their work schedule is fair, most of them think that their level of pay is not fair in addition to their workload; they do not see that the rewards they receive as quite fair at their university, and they are not satisfied with their salary. Finally, the respondents often think about quitting their present job. In addition, the research results from the current study were compared with the results of previous studies that were investigated to provide the literature review chapter.

Various recommendations were stated, for instance pertaining to the relationships between university and employees by the spirit of harmony and mutual trust, which would avoid any feelings of anger and boredom of administrative and organisational policies. Moreover, the universities in Saudi Arabia must improve the working environment in terms of the development of tools, equipment, and develop a set of training courses for employees, thereby increasing their loyalty to decrease the turnover rates at Saudi universities. In addition, it is seen as necessary to give the

faculty members freedom of movement (consulting) under the university umbrella. This will facilitate the university turning into a centre for the study of projects and research, so that all employees of the university can benefit from consulting and research, instead of seconding employees and alienating them.

Furthermore, this chapter showed a direction for future research, just as the future research should include deep empirical research in University status (Public or Private) of Saudi Arabia to obtain results that are more generalisable. Moreover, future investigations should include faculty members working in other universities, both public and private, also for all employees in universities, so that researchers and universities come to know the other predictors that could affect turnover intentions at universities.

Finally, this chapter comprised the limitations of this research that the research experienced, where the primary limitation of this research is data collection, which was collected from faculty participation was voluntary and was conducted at five universities in Riyadh city, Saudi Arabia. Thus, the findings need to be analysed with care, as the participants were all from one particular city of the country, and so fail to represent all faculty members within the nation. Additionally, the use of a cross-sectional design does not permit cause-and-effect relationships to be tested, as it is a one-time measure. What is more, this final chapter presented a discussion into a reflection of the research as a whole.

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APPENDIX 1 – Questionnaire - English Version

Determinants of Turnover Intention among Faculty Members in KSA Universities: Descriptive Research at the Public Saudi Arabia Universities

Dear Participant,

This paper aims to examine the determinants of turnover intention among faculty members in Saudi public universities, and the information that you are about to provide will help the researcher to better understand these determinants. Please note that the researcher would like you to answer the questions of this questionnaire according to the actual situation in the university and NOT to what you hope to have. I can confirm that the information collected will be accessed ONLY by the researcher and will be used ONLY for research purposes.

If you would like to receive follow-up information concerning the results of this study, it will be my pleasure to provide you with a copy of the executive summary at the end of the research. Do not hesitate to let me know if I should provide you with this information.

Thank you so much for your kind cooperation and patience.

Adi Albaqami