

Turnover Intentions of Lecturers in Private Universities in Malaysia

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ABSTRACT

This study examined the factors determining the turnover intention of lecturers in private universities in Malaysia. A total of 253 lecturers from private universities around the Klang Valley participated in the questionnaire survey. Six constructs - job security, supervisor support, compensation satisfaction, job autonomy, key performance indicators (KPI) achievability, and job satisfaction - were identified using social exchange, equity, expectancy and Herzberg's two factor theories. Descriptive statistics and multiple regression methods were used in analysing data. Results revealed that only four factors: compensation satisfaction, job autonomy, KPI achievability, and job satisfaction explained turnover intention. By understanding the factors that lead to employee resignation, it is hoped that universities would reduce lecturers' turnover intention by introducing relevant retention strategies.

Keywords: Equity Theory, Expectancy Theory, Herzberg's Two Factor Theory, Higher Education Institution, Key Performance Indicator (KPI) Achievability, Social Exchange Theory, Turnover Intention

INTRODUCTION

The number of universities in Malaysia is increasing in tandem with the country's intention to become an educational hub in the Asian region (Grapragasem, Krishnan, & Mansor, 2014). This is also one of the strategies implemented to achieve the status of a developed nation (Arokiasamy, Marimuthu, Woon, & Balaraman, 2014). Malaysia had only one university, Universiti Malaya, when she achieved independence in

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1957. There are 33 public universities, 30 polytechnics, 103 community colleges, 69 private universities, 33 university colleges, and 377 private colleges (Malaysian Qualification Agency, 2015). These are inclusive of the different branches of the universities as they are seen as separate entities.

The education sector plays a huge role in developing the human capital (Othman & Mohamad, 2014). This can be achieved through innovative thinking and intellectual capabilities. However, despite the annual budget allocated for education, which is among the highest in the world, universities in Malaysia have failed to make it to the list as one of (Zahiid, 2014) the world's 100 most prestigious universities, an international ranking established by the Times Higher Education (THE) under its World Reputation Rankings 2015. To be precise, Malaysia has never been featured on the THE list, which is in its fifth year (Shukry, 2015). Lecturers serve as the backbone of any higher education institution's success (Choong, Keh, Tan, & Tan, 2013). Therefore, in conjunction with the government's efforts to promote Malaysia as an educational hub, the important roles of lecturer should not be overlooked.

According to National Higher Education Research Institute (2004), the turnover rate of lecturers in public universities and private universities/colleges was 18.18% and 45.45% respectively in 2004. The education sector in general has also been reported to have a high turnover rate. According to the

Malaysian Employers Federation (MEF), the average turnover rate for the education sector was 29.2% in 2011; it ranked third among all the sectors (See Table 1). Khan, Ahmed, and Sarker (2010) argue that dissatisfaction among lecturers is the reason behind the high turnover rate among lecturers. Their dissatisfaction is mainly related to job security, supervisor support, compensation satisfaction, job autonomy, KPI achievability, and job satisfaction. Due to this, the performance of lecturers has declined with a negative impact on quality of education (Rahman & Chowdhury, 2012).

Table 1
Average turnover rate for the non-manufacturing sectors in Malaysia (July 2010 - June 2011)

Non Manufacturing	%
Association/Societies	33
Banking/Finance/Insurance	12.12
Business Services	15.72
Holdings & Investment/Plantation	17.4
Hotel/Restaurant	32.4
IT/Communication	75.72
Medical Services	19.8
Professional/Consultancy/ Education/Training	29.28
Property/Construction	15.6
Transport/Warehouse Services	26.88
Wholesale/Retail/Trading	18
Sub Total	22.44
Total	20.88

Source: Malaysian Employers Federation (MEF)

THEORETICAL BACKGROUND

Social Exchange Theory

Social exchange theory suggests that a relationship is determined by benefits and

costs to an individual (Eugene & Nor, 2011). In other words, a relationship depends on the perceptions of the balance between the effort poured into the relationship (cost) and what is acquired out of it (benefits). Thus, the relationship is believed to be strong and committed if the benefits outweigh the costs. According to Masterson, Lewis, Goldman, and Taylor (2000), employees can form social exchange relationships with their supervisors or their organisations. For example, employees will contribute to the organisation when they are satisfied with it (Rhoades, Eisenberger, & Armeli, 2001).

Perceived Organizational Support Theory (POS)

Perceived Organizational Support Theory (POS) refers to employee perception on how the organisation reacts to their well-being. Uçar and Ötken (2010) state that employees will be committed to an organisation if they feel of sense of obligation towards it and hence, contribute to the attainment of organisational goals and well-being. Organisational commitment is believed to be one of the antecedent factors of turnover and turnover intentions (Tumwesigye, 2010). Joarder and Sharif (2012) suggest that POS theory can be introduced as the interceding factor between organisational level of commitment and employee turnover decision in Human Resource Management practice. This was also tested in a study by Islam, Ahmad, Ali, Ahmed, and Bowra (2013) which showed that POS had a negative relationship with turnover intention.

Reciprocity Theory

People reciprocate towards kind behaviour and vice versa, for example, organisation providing training for its employees is deemed as a kind behaviour, contributing to the growth of its employees. In reciprocity theory, employees are seen as more committed when training is provided and this subsequently can reduce turnover intentions of employees (Verhees, 2012). Employees favour reciprocal behaviours which result in increased organisational commitment by the former.

Equity Theory

Equity theory is concerned with people's perception on how they are being treated (Adams, 1963). Employees will feel frustrated and distressed if they perceive themselves as being underpaid or not being rewarded accordingly. When employees fail to achieve equity, they will target their hostility towards the organisation producing negative behaviour; this is in the hope of restoring justice.

Expectancy Theory

Turnover intention is related to the expectation of a lecturer such as reward, training, working conditions, and recognition. When employees join the organisation with some expectations, the chances of negative behaviours such as absenteeism or turnover intention will increase if those expectations are not met. When a peer or superior receives promotion, pay raise or bonuses by working hard or

achieving their KPI, this will motivate other subordinates to work hard in order to receive similar benefits. This decision is made based on the expectancy theory, where the subordinate expects to receive similar treatment if they put in more efforts to achieve their KPIs. If employees perceive that greater effort is likely to lead them to the attainment of goals that are important to them, then they will be motivated to work harder (Thompson, 2008).

Herzberg Two Factor Theory

In Herzberg's theory, hygiene is the first important factor which include working conditions, compensation satisfactions, and relationship with supervisors. The second factor is motivator that explores intrinsic factors such as career enhancement, recognition, opportunity for training and development. Herzberg's two factor theory argues that internal values are highly regarded external values (Ng'ethe, Muceke, & Iravo, 2012). According to Herzberg, factors related to hygiene do not guarantee job satisfaction as they do not provide a sense of growth and development among individuals (Kolarova, 2010). This low job satisfaction will maximise the risk of high turnover intention among employees. Psychologist Frederick Herzberg (1966) stated that employees have a higher turnover intention when either one of the two factor theory is insufficient.

Hypothesis Development

Most research only test one of two theories in understanding turnover intention of

lecturers (see Darougheha, Pashandi, Hooman, & Khanmohammadi, 2013; Long, Thean, Ismail, & Jusoh, 2012; Lew 2009). It is interesting to find out which of these six theories explain turnover intention of lecturers in private universities in Malaysia. The proxy variables to capture the essence of these theories could be job autonomy (Herzberg); supervisor support (perceived organisational support); job security (reciprocity); compensation satisfaction (equity); KPI achievability (expectancy) and job satisfaction (social exchange theory).

Job Security and Turnover Intention

Expectations of continuity in a job or employment is known as job security (Akpan, 2013). It is an important issue for lecturers in a higher institution (Dhanapal, Subramaniam, & Vashu, 2013). Low job security in an organisation increases turnover intention among employees. Dhanapal et al. (2013) opine that it is not uncommon for lecturers to seek new employment when they are dissatisfied with the current job due to job security. This relates to reciprocity theory that suggests lecturers who feel they are well taken care of by the university through the provision of long-term employment would reciprocate by being loyal to the university. Thus, the turnover intentions of lecturers are reduced. Therefore, the following is the first hypothesis:

H1: There is a negative relationship between job security and turnover intention.

Supervisor Support and Turnover Intention

Immediate supervisors are the closest link to lecturers where they can communicate regarding work related issues (Wanjiku & Gachunga, 2014). Therefore, supervisor support plays an important role in turnover intention. Lecturers' commitment is affected based on the strength of support they receive from their superiors (Dawley, Andrews, & Bucklew, 2008). Strong supervisor support helps decrease burnout and subsequently lowers intention to quit (Kalliath & Beck, 2001). Weak supervisor support is linked to high turnover intentions (Brough & Frame, 2004). Therefore, lecturers who have strong support from their supervisor are less likely to resign from their posts. Thus, the second hypothesis is proposed:

H2: There is a negative relationship between supervisor support and turnover intention.

Compensation Satisfaction and Turnover Intention

Compensation is given to employees in order to attract and retain them in an organisation. The same logic goes for lecturers in higher institution (Masum, Azad & Beh, 2015; Hong, Hao, Kumar, Ramendran & Kadiresan, 2012). With the growing number of higher education institutes, dissatisfied lecturers are willing to leave one university for another that offers a higher compensation package. Lecturers tend to feel dissatisfied when they perceive they are not being compensated fairly. When

equity is lacking in terms of compensation satisfaction, turnover intention among lecturers will increase. Thus, the third hypothesis is developed as follows:

H3: There is a negative relationship between compensation satisfaction and turnover intention.

Job Autonomy and Turnover Intention

Job autonomy is the authority given to the employees to make decisions on how they are going to perform their job in terms of scheduling, preparing, and presenting. Job autonomy falls under intrinsic motivation. Employees who have intrinsic reward (autonomy and freedom) of their job, also have ownership over their tasks. This would make them more committed to management and in return, could reduce their intention to leave the organisation (Galletta, Portoghese, & Battistelli, 2011). The fourth hypothesis thus, is:

H4: There is a negative relationship between job autonomy and turnover intention.

KPI Achievability and Turnover Intention

The government has initiated the Government Transformation Programme (GTP) which is a set of target for the Higher Education Ministry to internationalise Malaysia's higher education sector as well as promote Malaysia as the leading provider of higher education services in the region (www.thestar.com.my, 2012). Hence, the competition among universities to secure

higher rankings are increasing, resulting in them targeting skilled and talented human capital, resources as well as introduce good governance (Masron, Ahmad, & Rahim, 2012). This has brought pressure on lecturers in reaching their goals and having high ratings in their Key Performance Indicators (KPI). The KPI is closely linked to the expectancy theory. As Thompson (2008) stated, if employees perceive that greater effort will lead to them attaining their main goals, they will be motivated to work harder. Lecturers are motivated to work harder when they realise that only increased efforts can ensure their success such as publishing in international journals, gaining greater recognition and become eligible for promotion. For those who are unable to cope with a university's requirements of promotion, career development and pay raise, the intention to leave the university will be higher. This leads to the fifth hypothesis:

H5: There is a negative relationship between KPI achievability and turnover intention.

Job Satisfaction and Turnover Intention

Lecturers' tasks are challenging whereby they have to cope with a heavy workload, broader roles as well as shaping and educating students (Awang, Ahmad, & Zin 2010). There seems to be a dissatisfaction in the teaching profession generally (Dhanapal

et al., 2013). A study by Santhapparaj and Alam (2005) showed that female lecturers in private universities in Malaysia were more satisfied than their male counterparts as they have less expectations in terms of promotions and salary. Job satisfaction is linked with social exchange theory. Social exchange theory is based on intangible social costs and benefits such as respect, trust, and caring (Xerri, 2012). If the cost outweighs the benefits, then the relationship is weak. Hence, the sixth hypothesis was developed:

H6: There is a negative relationship between job satisfaction and turnover intention.

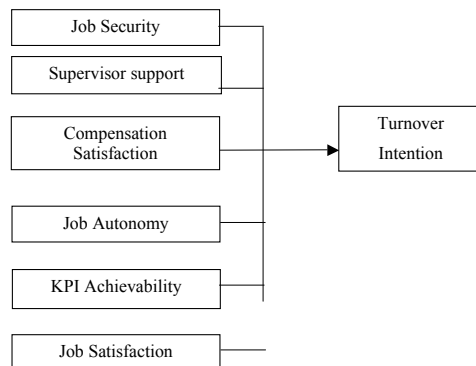


Figure 1. Research framework for predicting lecturers' turnover intention

MEASUREMENT

Seven variables were measured in this study using Likert scale, ranging from 1 to 5. The table below shows the sample questionnaire items given to the respondents (See Table 2).

Table 2
Sample questionnaires given to the respondents

Constructs	Number of Items	Source	Sample Questions
Job Security	6	Tibelius Amutuhaire (2010).	1) I have high chances of keeping my job in this university. 2) I have never thought of being dismissed from my job in this university.
Supervisor Support	18	Zimet, Dahlem, Zimet, and Farley (1988).	1) I like to discuss my work-related problems with my supervisor. 2) I feel that my work is appreciated by my supervisor.
Compensation Satisfaction	5	Jun, Cai and Shin (2006).	1) I am satisfied with the pay that I receive. 2) I earn more than others who do similar work at other universities.
Job Autonomy	6	Seng, Theng, Ling, Siang, and Yean (2013).	1) There is a lot of autonomy in doing my job. 2) If someone else did the job, they could do the tasks in a very different manner than I do.
KPI Achievability	9	Hollenbeck, Klein, O'Leary, and Wright (1989).	1) I am strongly committed to pursuing Key Performance Indicators set by the university. 2) I think the Key Performance Index is a good goal to shoot for.
Job Satisfaction	7	Taylor and Bowers (1972).	1) I am satisfied with my job now 2) I am satisfied with this organisation, compared with the other company.
Turnover Intention	3	Yurchisin, Park and O'Brien (2010).	1) I often think about leaving my current position. 2) I am actively seeking employment with another organisation.

DATA COLLECTION

The target population for this research was lecturers in 20 private universities in Malaysia. This included Professors, Senior Lecturers, Junior Lecturers and tutors from various faculties in Malaysia. Klang Valley was chosen as the location of research as it has an increasing number of private universities (see Lee, 2011). A total of 400 questionnaires was sent to respondents. From that, 100 questionnaires were sent online to the respondents. Overall, only 253 out of 400 lecturers participated in the survey with a response rate of 63%.

Respondents' Profile

Data shows (see Table 3) that 42% of respondents were male. The age range of respondents were between 26 and 35 (53%), and those above 55 years of age accounting for 1% of the sample population. In terms of race, most of them were Indians (42%). About 60% of the respondents were married. The highest level of education for most of the respondents was a Master's degree (59%). In terms of duration of service in their current organisation, 40% of the respondents indicated having between 4 and 6 years (40%) of work experience. The

respondents included Tutors, Lecturers, Senior Lecturers, Assistant Professors, and Professors. Most of them were lecturers, 48%, whereas 2% were professors.

Table 3
Summarised Demographic Data of Respondents

Demographic Variables	Frequency (n= 253)	Percentage (%)
Gender		
Male	147	58
Female	106	42
Age Group		
Below 26	15	6
26 – 35	133	53
36 – 45	67	26
46 – 55	35	14
Above 55	3	1
Race		
Malay	83	33
Chinese	57	23
Indian	107	42
Others	6	2
Status		
Married	151	60
Single	102	40
Qualification Level		
Bachelor’s Degree	64	25
Master’s Degree	148	59
PhD	41	16
Duration of Service (Years)		
Less than 1	22	9
1 to 3	89	35
4 to 6	102	40
7 to 9	34	14
Above 10	6	2
Job Position		
Tutor	22	9
Lecturer	122	48
Senior Lecturer	91	36
Assistant Professor	13	5
Professor	5	2

Reliability of Constructs

There were reverse coded items in the questionnaire: three items of job autonomy, six items of KPI achievability, and one item of turnover intention. These items were recoded accordingly, and reliability tests were performed using recoded items. In this study, all the Cronbach’s Alpha tests ranged between 0.66 and 0.90. All constructs had Cronbach’s Alpha higher than 0.8 except job autonomy, which was 0.66, and turnover intention which was 0.74 (See Table 4).

Hypotheses Testing

Table 5 shows the regression coefficient of six independent variables: job security, supervisor support, compensation, job autonomy, KPI achievability and job satisfaction. These six variables explained 61% variance in turnover intention (Adjusted R² = 0.61). In other words, 39% were explained by other variables not included in this study. The table indicates that the standard coefficient of job satisfaction is -0.49; which is the highest among other factors. This suggests that the social exchange theory is most applicable in explaining the turnover intention among lecturers in private universities. Table 5 also shows that the regression model was significant with an F-value of 67.03 and significant with p value of 0.00 (p=0.00).

The hypotheses tests were left-tailed as all six hypotheses had negative directions. Thus, because the test is a left-tailed, the critical value of t < -1.725 implies significance at 95% confidence level. The standard coefficient and t value for job

Table 4
Reliability, Mean and Standard Deviation Score for Independent and Dependent Variables

Variables	No of Items	Cronbach's Alpha	Mean	Standard Deviation
Job Security	6	0.86	3.56	0.70
Supervisor Support	18	0.97	3.75	0.71
Compensation	5	0.88	3.06	0.84
Job Autonomy	6	0.66	3.42	0.54
KPI Achievability	9	0.89	3.31	0.67
Job Satisfaction	7	0.88	3.42	0.67
Turnover Intention (Dependent Variable)	3	0.74	2.63	0.93

Table 5
Multiple Regression Table

Independent Variables	Standard Coefficient	T	95.0% Level of Confidence	
			Lower bound	Upper bound
Job Security	-0.02	-0.47	-.159	.098
Supervisor Support	0.09	1.73	-.016	.251
Compensation	-0.11	-1.74	-.268	.017
Job Autonomy	-0.11	-2.45	-.352	-.039
KPI Achievability	-0.26	-4.99	-.501	-.217
Job Satisfaction	-0.49	-6.22	-.892	-.463

Adjusted R² = 0.61

F = 67.03

Significant = 0.00

security and supervisor support showed that both H1 and H2 were not supported. However, the standard coefficient and t value for H3, H4, H5, and H6 showed negative and significant relationships. This showed that H3, H4, H5, and H6 were supported.

DISCUSSIONS ON SIGNIFICANT FINDINGS

From this research, low compensation has shown to increase the intention of lecturers

to leave. This negative relationship can be further explained by the equity theory where employees compare themselves with others who are in the same occupation, doing the same job or in the same organisation (Scholl, 2006). If lecturers feel that their counterparts who are performing similar tasks are earning more than them, this will influence them to seriously consider leaving the organisation.

The study also found that, many lecturers had the intention to resign when

there was low job autonomy. This is in line with the Herzberg's theory of extrinsic and intrinsic motivation. Job autonomy falls under intrinsic motivation as it has to do with independence and control of one's task. When lecturers have a sense of ownership of their job, this would increase commitment to management, minimising the employee's intention to leave the organisation (Galletta et al., 2011).

Measuring lecturers' performance by their KPI such as teaching, research, supervision, publication and consultancy is crucial for evaluation (Masron, Ahmad, & Rahim, 2012). This study showed that unrealistic KPI targets and lack of commitment towards them could increase the lecturers' intention to leave. There is a linkage between expectancy theory and the negative relationship between KPI achievability motivation and turnover intention. Daly and Dee (2006) state that the idea of expectancy theory is that employees work in an organisation with some expectations and if these expectations are not met, they will look for employment in a different organisation. Apart from that, unrealistic KPI expectations is another factor contributing to the turnover intention of lecturers. As Moore (2000) puts it, unrealistic expectations and deadlines make employees suffer from burnout; it happens when employees use their strengths excessively and this usually occurs after a prolonged period of stress. In the long run, this will result in increased turnover intention.

It was found that, there is a negative relationship between job satisfaction and turnover intention. The negative relationship can be explained by social exchange theory. This theory suggests that the relationship becomes stronger when both parties are willing to provide valuable resources to the other (Aselage & Eisenberger, 2003) in the form of respect, trust, support, compensation, and achievement.

DISCUSSION ON INSIGNIFICANT FINDINGS

The insignificant result indicated that lecturers in Klang Valley do not have the intention to leave because of low job security. This finding is in contrast with the previous study done by Kipkebut (2010) and Joarder and Sharif (2012) where they reported that faculty members in Bangladesh valued their job security highly. This could be due to Bangladesh being one of the least developed countries and has a high unemployment rate. Most of them are primary income earners in their household with family commitments. Thus, they are unlikely to leave a stable job and face the risks associated with seeking new employment. This is less likely to be applicable in Malaysia's education industry, especially in Klang Valley, where there are many established and new private universities. Thus, lack of job security is not a strong reason for lecturers to develop the intention to leave.

Supervisor support was found to be insignificant. This is in contrast with the findings of Zahra, Irum, SaadMir,

and Chishti (2013) whereby the turnover intentions of teachers decreased when the supervisor support increased. In the case of lecturers in Malaysia, supervisor support is not a strong factor to induce turnover. There exists the possibility that most lecturers are able to perform their tasks without the help and support of their supervisor. Since lecturers are professionals and have strong control over their job especially in private universities, the support of the supervisor does not impact on their intention to leave. Thus, lecturers who have the intention to leave the university are not seeking their supervisor's support. Their reasons to leave the organisation is related to compensation, job autonomy, KPI achievability and job satisfaction.

Theoretical Implication

Overall, this research has provided empirical evidences on the applicability of four theories in examining turnover intention; social exchange theory, equity theory, expectancy theory, and Herzberg two factor theory. Hence, it provides a substantial theoretical view in understanding a lecturer's turnover intention. Compensation satisfaction was found to be significant in relation to turnover intention. Thus, this research supports the equity theory which proposes that equality is achieved when employees receive similar pay as their colleagues who are performing identical job functions (Ngabase, 2013). This research has strengthened the validity of equity theory in explaining employee's behaviour in the context of Malaysian lecturers from the higher education industry.

Job autonomy was also found to confirm the hypothesis, thus lending support to Herzberg's theory that when lecturers have a sense of freedom (intrinsic motivation), intention to leave the organisation will be lower (Joarder & Sharif, 2012). The KPI achievability showed a significant relationship while expectancy theory explained the relationship. Expectancy theory proposes that employees will look for employment in different organisations if their current employer fails to meet their expectations (Conley, 2012). There is also a significant relationship between job satisfaction and turnover intention. Social exchange theory supports this relationship whereby it suggests that relationship strengthens when the cost of the relationship is lesser than the benefits. Thus, when employees are satisfied with their job, it reduces their turnover intention (Rhoades, Eisenberger, & Armeli, 2001).

Managerial Implication

In order to ensure overall satisfaction among lecturers in the workplace, a few considerations are required. First, there must be a good relationship among the peers, immediate supervisors, satisfaction with the job as well as pay and benefits. Good interpersonal relationships contribute to lecturers' satisfaction. Thus, the management should thus, ensure healthy interpersonal relationships among lecturers and also with their immediate supervisors. This could be achieved by providing reasonable amount of time for socialisation (breaks, lunch, and tea time); thereby developing a sense

of belonging among peers and supervisors (Mustapha & Zakaria, 2013). Every lecturer should be rewarded based on their skills, knowledge, and KPI achievement, and not by favouritism or discrimination based on their gender and age (Peetz, Gardner, Brown, & Berns, 2008). When there is equality in an organisation, lecturers will have higher satisfaction in their job as they know there is no room for favouritism or office politics. Additionally, management must ensure everyone is treated equally. It was found that satisfaction level of lecturers would diminish if they find out other organisations have been paying higher salary and benefits for a similar job scope. Therefore, it is important that management is aware of their rivals' compensation packages to ensure the equality and hence, satisfaction among lecturers.

Second, compensation should be given to lecturers to boost their motivation level and reward them for their continuous effort and dedication. While monetary reward can boost motivation, the impact is not as effective as non-monetary reward (Waqas & Saleem, 2014). Examples of non-monetary incentives are recognition and training. Herzberg, Mausner, and Snyderman (1959) report that extrinsic rewards are generally short lived as their effects tend to fade overtime whereas intrinsic rewards have a deeper and lasting impact. In short, appropriate incentives must be given to encourage lecturers to serve longer in the organisation. Apart from that, management should ensure that the incentives are clearly explained and

well communicated to the lecturers. If they are unaware of the rewards and benefits, the incentives would not bear much fruit. It is also vital to ensure that management delivers on the rewards promised. This is important to gain lecturers' trust and ensure credibility of the organisation.

Third, job autonomy gives lecturers a sense of control and freedom in performing their tasks and it is found to be significant in reducing turnover intention. Lecturers who have different expectations in terms of their tasks may feel discouraged if they are expected to follow strict rules or expectations set by the university. Thus, university management should look into innovative ways that increase autonomy of lecturers as well as their job scope. For those who perceive their jobs to be simple and repetitive (job scope limited to lecturing and marking of scripts), management could provide more interesting and fulfilling tasks within the job scope such as corporate social responsibility (CSR), publications, and research work.

The KPI is the target set by the university for lecturers in order to gauge their performance. Unrealistic KPIs set by the university will cause frustration among lecturers in the long-term. This may prompt them to think of leaving the organisation, especially when reward is tied to achieving set goals. Some lecturers do not value the existence of the KPI. Some universities may not tie any reward to KPIs, often resulting in the lecturers taking KPIs lightly. The KPI should be revised depending on the average performance of lecturers. The importance of

KPI should be communicated to lecturers so it can be taken seriously.

Limitations of the Study

The data collected is restricted to only a few private universities in Klang Valley. Therefore, the results of this research are limited in terms of their generalisability. Additionally, the framework only explained 61% of turnover intention. Hence, this reduces the explaining power of the turnover intention among lecturers.

Recommendation for Future Research

This research suffered from a small sample size and thus, the findings cannot be generalised. Future research should target a larger number of private universities to provide a clearer picture of the predictors that shape a lecturer's turnover intentions. Other possible predictors such as job demand, work stress, and work life balance could be considered in future studies as well.

CONCLUSION

High turnover rates have become a major issue in almost every organisation, especially in the education sector. This research has provided insights to university management on the necessary and appropriate actions to be taken in retaining their best performing lecturers. These, it is hoped, would enable both lecturers and university management attain excellence in higher education by 2020 (MOHE, 2009). Additionally, the

study has revealed that the social exchange theory is more applicable in explaining turnover intention among lecturers in private universities. The study also suggests strategies that higher education institutions can adopt to reduce the turnover intention of lecturers in private institutions in Malaysia.

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