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**FACTORS RELATED TO TURNOVER INTENTION AMONG ACADEMICIANS
IN PRIVATE HIGHER EDUCATION INSTITUTIONS**

by

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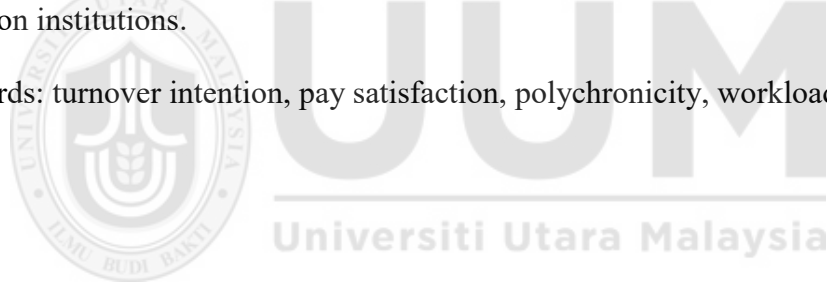
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ABSTRACT

The main objective of this study is to identify the factors influencing turnover intention among academics in private higher education institutions in the state of Selangor, Malaysia. Independent variables examined were polychronicity, pay satisfaction, and workload. A total of 391 questionnaires were distributed to the academics for data collection while only 334 datasets were returned. Multiple regression analysis was conducted to analyse the data. The regression model confirmed the significance of pay satisfaction, polychronicity, and workload in predicting turnover intention. Of the three factors, workload was found to have the most significant impact on turnover intention. As predicted, there is an inverse correlation between academics' pay satisfaction and their turnover intention. The results of this research offer important new insights on the aspects related to pay satisfaction, polychronicity, and workload, as well as the turnover intention. The findings of this study provide theoretical ramifications to the existing body of knowledge, particularly in the domain of turnover intention. The findings of this research also provide relevant practical implications that employers in private higher education institutions may adopt in their strenuous efforts to conserve academic talents as well as to retain a stable and productive academic workforce. Most importantly, based on the research results, effective measures can be taken by the relevant parties to curb the high turnover rate problem in the private higher education institutions.

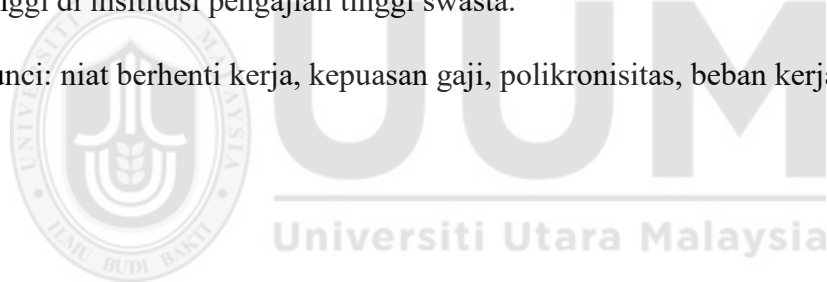
Keywords: turnover intention, pay satisfaction, polychronicity, workload



ABSTRAK

Objektif utama kajian ini adalah mengenalpasti faktor-faktor yang mempengaruhi niat untuk berhenti kerja dalam kalangan ahli akademik di institusi pengajian tinggi swasta di Selangor, Malaysia. Pembolehubah bebas yang dikaji adalah kepuasan gaji, polikronisitas, dan beban kerja. Sebanyak 334 soalselidik diedarkan kepada ahli akademik bagi tujuan kutipan data manakala hanya 391 soalselidik dikembalikan. Analisis regresi dijalankan untuk menganalisis data. Model regresi mengesahkan pengaruh signifikan kepuasan gaji, polikronisitas, dan beban kerja terhadap niat untuk berhenti kerja. Daripada ketiga-tiga faktor tersebut, beban kerja didapati mempunyai kesan yang paling signifikan terhadap niat berhenti kerja. Seperti yang dijangka, terdapat hubungan korelasi yang songsang antara kepuasan gaji dan niat untuk berhenti kerja. Dapatan kajian ini memberikan pandangan baharu dalam aspek berkaitan kepuasan gaji, polikronisitas, beban kerja, dan juga hasrat untuk berhenti kerja. Hasil kajian ini memberikan ramifikasi teoretikal dalam bidang ilmu sedia ada, terutamanya dalam bidang niat untuk berhenti kerja. Penemuan kajian ini juga memberikan implikasi praktikal yang relevan yang boleh digunapakai oleh majikan di insititusi pengajian tinggi swasta dalam memelihara bakat akademik dan mengekalkan tenaga kerja akademik yang stabil dan produktif. Paling penting, berdasarkan hasil kajian, langkah berkesan boleh diambil oleh pihak-pihak berkenaan dalam usaha untuk mengatasi masalah kadar lantik henti yang tinggi di insititusi pengajian tinggi swasta.

Kata kunci: niat berhenti kerja, kepuasan gaji, polikronisitas, beban kerja.



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LIST OF ABBREVIATIONS

UUM	University Utara Malaysia
PHEI	Private Higher Education Institutions
MOHE	Ministry of Higher Education
MQA	Malaysian Qualifications Agency
SPSS	Statistical Package for the Social Science



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an overview of the research, including background of study, problem statement, research objectives, research questions, scope of the study, and significance of research. Background of study explains the context of research, while problem statement highlights the issues to be addressed by this research. Research objectives and research questions outline the goals of this study, while scope of study establishes the boundaries of this research. Significance of the study is also highlighted in this chapter, emphasizing potential contributions to the field of higher education.

1.1 Background of Study

The purpose of the National Higher Education Strategic Plan (PSPTN), which has been developed by the Ministry of Higher Education (MOHE), is to direct the country's higher education system toward the development of intellectual and human resources of the highest caliber. This plan is essential to the success of the nation's efforts to realize its vision of being a contemporary, prosperous, and internationally competitive state.

According to this viewpoint, higher education should be primarily sponsored by society as a whole. However, many governments have adopted a market-driven economy in which privatization and market differentiation are widely encouraged (Lee, 2004a; Mok, 2013). Observation also reveals that the modern university is no longer a government-controlled institution. It is a somewhat autonomous consumer-oriented firm, with students and

employers as its key stakeholders. This trend is backed by the notion that higher education is a "private good" that benefits students primarily and should hence be paid for by students or their families. As a result, private higher education is permitted in many countries and encouraged in others to meet the extra demand for higher education. This growth, however, calls into question the purpose of the modern university, as well as the concern for quality (Lee, 2006a).

Most of the expansion in higher education is happening at the "low end" of the hierarchy to absorb the surplus demand, resulting in lower-quality institutions known as non-elite and demand-absorbing. Despite this, polychronic behavior can still be beneficial for academicians. By managing multiple tasks at once, they can be more productive and accomplish more in a shorter period, which is particularly useful when dealing with a heavy workload. Additionally, polychronic behavior can lead to more creativity and innovation (Madjar, & Oldham, 2006) yet as academicians are forced to think in a more flexible and adaptable way This can result in breakthroughs in research and new approaches to teaching. Furthermore, it can enhance collaboration and teamwork as academicians who can manage multiple tasks simultaneously are better equipped to work with colleagues (Li, Yang, Jin, & Wang, 2023) especially on joint projects, communicate effectively, and meet multiple deadlines.

The demand for higher education has led to the growth of private higher education, which is allowed and encouraged in many countries. However, this growth raises questions about the purpose and quality of modern universities (Lee, 2006a). Private higher education is often compared to public higher education, and the two are seen as distinct

in many ways. Private higher education is typically not owned, governed, or funded by the government, except in some cases where private universities receive government funding. According to (Alam, 2013), private higher education can be divided into two types: elite and semi-elite. Elite private institutions, such as Harvard and Stanford in the United States, are often research universities that provide academic and intellectual leadership. Semi-elite private institutions are typically teaching universities with strong practical teaching capabilities and may conduct some research, particularly in the area of pedagogy. These institutions are job and market-oriented, with a focus on entrepreneurship, and often have a business-like management approach. They may or may not be for-profit institutions and usually have close relationships with and recognition from overseas universities. Private higher education also includes culturally and religiously affiliated colleges.

The study of turnover intention has been a subject of interest for scholars in the fields of organizational behavior and human resource management for several decades. These studies have primarily focused on identifying the factors that lead to turnover intention and the subsequent impacts on organizations. Some of the determinants that have been studied include perceived organizational support, job stress, work-life balance, alternative job opportunities, job satisfaction, organizational culture, and compensation satisfaction (Kanchana, & Jayathilaka, 2023).

According to Yeasin (2023), turnover intention can have positive implications for an organization when it involves the departure of a poor performer. Conversely, Zhang and Laokulrach (2023) emphasize that turnover intention can be detrimental to productivity

when it involves the loss of highly skilled and valuable employees. Therefore, organizations need to proactively address the root causes of turnover intention and develop effective retention strategies. By doing so, organizations can create a supportive work environment and implement measures to retain top talent, ensuring sustained productivity and enhancing overall organizational success.

The National Higher Education Research Institute (2004) conducted a study that revealed a turnover rate of 18.18% for instructors in public universities/colleges and a higher turnover rate of 45.45% in private universities/colleges. This finding indicates that turnover rates tend to be higher in private institutions compared to public ones. The education industry as a whole also experiences a high turnover rate, as reported by the Malaysian Employers Federation (MEF) in 2011. According to the MEF, the education sector had an average turnover rate of 29.2%, ranking it third among all industries. Khan, Ahmed, and Sarker (2010) argue that instructors' dissatisfaction with their jobs is a primary reason for the high turnover rate. Specifically, lecturers' express dissatisfaction with job security, supervisor support, remuneration satisfaction, job autonomy, KPI (Key Performance Indicator) achievability, and overall job satisfaction (Gilani & Anum Rabbani, 2020). This dissatisfaction has resulted in a decline in lecturers' performance, negatively impacting the overall quality of education (Khatun et al., 2023). Therefore, the relatively high turnover rate among academicians in the education industry is primarily attributed to their dissatisfaction with various job-related factors ("I Stay Long: A Phenomenological Study of Faculty Members Serving Many Years in a Private Educational Institution," 2023).

The relationship between intention to leave and actual quitting is a crucial area of study due to its significant impacts on organizations and employees. Understanding this relationship can help in developing strategies to manage job turnover (Raji & Ismail, 2022). However, improving the working environment for employees and addressing labor market variables pose challenges when it comes to reducing turnover intentions.

In the higher education industry, addressing high turnover rates among academic professionals is a critical concern. Improving conditions for academic professionals is essential for enhancing retention rates and ensuring the continuity of faculty functioning. According to Badri, 2019 management issues within Higher Education Institutions of Selangor are the primary cause of turnover among academic professionals. This turnover negatively affects the institution's academic outcomes and reputation, given the critical role of capable and dedicated academic professionals in faculty functioning compared to other industries.

Therefore, it is important to address the factors contributing to academic professionals' intentions to leave, such as poor working conditions and inadequate management practices. This study aims to identify the factors influencing the intention to quit among academic professionals in private higher education institutions and develop effective strategies to address these issues. By improving the working environment and addressing management issues within Higher Education Institutions, retention rates can be enhanced, which will positively impact the institution's academic outcomes and reputation.

1.2 Statement of Problem

High turnover rates pose a significant challenge to higher education in Malaysia, particularly in private universities. Various factors contribute to these high turnover rates, including low salaries, limited career advancement opportunities, heavy workloads and insufficient resources for research and teaching activities. These factors contribute to the unfavorable working conditions that prompt academics to leave their positions. Ministry of Higher Education of Malaysia reported an academic turnover rate of 3.6% in public universities in 2018, which represents a slight improvement as compared to the previous years. However, this rate remains concerning as it involves the departure of skilled and experienced academics. Private higher education institutions also struggle with high rates of academic employee turnover, with some reporting rates as high as 15%.

It is crucial to address the underlying causes of academic turnover to ensure the stability and quality of higher education institutions. Enhancing salary structures, providing more opportunities for career advancement, managing workloads effectively and allocating sufficient resources are key areas that need attention. By improving these aspects of work environment, institutions can reduce turnover rates and retain skilled and experienced academics to benefit higher education sector in Malaysia.

According to Sinniah et al. (2019), the impacts of academic turnover in Malaysia carry both negative and positive implications for the standard of education in Malaysia. On the negative side, high turnover rates among academicians can lead to a loss of valuable institutional knowledge and expertise. This loss can disrupt ongoing development and projects, hinder teaching continuity, and impact the quality of education. Frequent changes in faculty can also

disrupt teaching schedules and curriculum delivery, affecting students' learning experiences and academic progress. Moreover, the financial costs associated with recruiting, hiring, and onboarding new faculty members can strain institutional budgets, impacting resources available for education and research. Continuously high turnover rates can also tarnish the reputation of academic institutions, making it challenging to attract and retain top talents and students (Hearn & Burns, 2021).

On the positive side, addressing academic turnover through various strategies can yield significant benefits. Improving pay and benefits, along with increasing support for professional development and research activities, can lead to enhanced education quality and increased research productivity. Retaining experienced faculty members contributes to a more enriching learning environment and research continuity. Additionally, cost savings can be realized by reducing turnover rates and retaining existing faculty, allowing resources to be allocated more effectively (Tyagi et al., 2021). Cultivating a constructive and encouraging workplace atmosphere fosters a positive organizational culture, boosting morale, job satisfaction, and faculty loyalty (Ibrahim et al., 2023). As institutions focus on lowering turnover rates, they become more attractive to top academic talents, resulting in a more competitive academic workforce.

Academicians play a crucial role in development of the nation by nurturing the intellectual growth of future generations and conducting research to address new, complex challenges. However, a significant problem persists as many academicians receive salaries that are below expectations, despite their high level of education and expertise. This issue directly affects their quality of life and financial capacity to support their families. Furthermore,

there are limited opportunities for career advancement, overwhelming workload, and insufficient resources to support research and teaching activities, exacerbating the challenges faced by academicians. These factors hinder academicians from reaching their full potential, which could indirectly impact the quality of education and research in Malaysia.

Addressing these issues is crucial to support the academic community and foster an environment that enables them to thrive. It requires implementing measures to ensure fair and adequate compensation for academicians, creating more opportunities for career growth and providing the necessary resources and support for their research and teaching activities, by prioritizing these aspects, potential of academicians can be fully realized, leading to enhanced educational standards and research outcomes in Malaysia.

Some educational establishments have already started taking actions to address these problems by providing more adaptable working conditions and additional incentives to entice and keep talented academicians within the organization. Nevertheless, despite these efforts, a sizeable percentage of Malaysian academicians continue to find employment outside the country. According to a report that was published by Ministry of Education in 2018, approximately 4,000 academicians from Malaysia were working abroad at that time. This figure represents approximately 3% of the total number of academicians working in the country. While the number of Malaysian lecturers working overseas may have increased since 2018 (MOHE, 2018), it is abundantly clear that the decision to work abroad is influenced by various factors, including career opportunities, compensation, and working conditions (Ghasemy & Elwood, 2022). Therefore, addressing these issues is

crucial for talent retention in the country. Private educational institutions are also facing challenges in attracting and retaining the best employees due to intense competition (Duong, 2013). Thus, it is imperative that the government and higher education institutions provide better support for these institutions to not only attract and retain talent but also to enhance the quality of education and research in Malaysia.

Apparently, academic staff are not provided with appealing benefits packages, and this is a significant factor that contributes towards turnover (Arnold et al., 2022). There are a lot of private institutions that only provide a few benefits, like health insurance and retirement plans (Wijayathunga & Rathish, 2023) which are insufficient for academic staff to remain in an institution for an extended period or to perform at their best capacity. In addition, the ever-increasing price of benefits combined with the imperative to maintain cost containment has made it difficult for private institutions to broaden the range of benefits they provide (Amani et al., 2023). Because of this, private academic institutions are having a difficult time recruiting and retaining highly qualified academic staff, which has a negative impact on their primary role of maintaining academic excellence and also to remain competitive in the market (Seggie & Çalıkoğlu, 2021).

Pay satisfaction is a critical factor that influences motivation, job satisfaction and retention of academic staff in educational institutions. In recent years, several issues related to pay satisfaction among academic staff have gained attention. Tessema, Ready, and Embaye (2013) found that higher wages and better benefits lead to greater job satisfaction among academic staff in Malaysia. They argue that compensation serves as a tangible indicator of an academic's value to their institution. However, compared to other professionals with

similar levels of education and experience, academic staff often receive lower pay, particularly junior staff members such as postdoctoral researchers and adjunct faculty. This disparity can result in demotivation, ultimately affecting the quality of teaching and research.

High turnover due to pay satisfaction can have dual effects on an organization. On the positive side, it can lead to a motivated workforce that is more productive and committed, aiding in the retention of top talent and fostering a positive organizational culture. Additionally, such organizations tend to attract high-quality candidates. However, on the negative side, high turnover resulting from pay dissatisfaction can carry significant negative implications for an organization. First and foremost, there is the substantial cost of turnover, which includes expenses related to recruitment, training, and onboarding of new employees. Looking at the study of Fuller (2023), frequent turnover can lead to the erosion of institutional knowledge and experience, as seasoned employees depart, potentially impacting overall organizational performance. Morale and engagement within the workforce may also decline, leading to decreased job satisfaction, lower motivation, and reduced productivity and teamwork. Furthermore, sustained high turnover rates rooted in pay dissatisfaction can tarnish the organization's reputation, making it less appealing to potential talent and creating challenges in retaining existing employees (Fulmore et al., 2022). Additionally, there is the ongoing financial strain from constantly recruiting, training, and onboarding new hires (Al-Suraihi et al., 2021). According to Mendoza, A. (2023), frequent turnover can disrupt workflow, causing delays in projects, reduced efficiency, and the potential for client dissatisfaction. To mitigate these negative impacts, organizations must effectively address pay satisfaction and compensation concerns to

strike a balance that benefits both employees and the organization as a whole.

Polychronicity is highly observed among academicians in private higher institutions. Polychronicity involves managing multiple tasks simultaneously, which is a common work pattern in many Asian cultures including Malaysia (Fauzi, 2022). In the context of academics in Malaysia, polychronicity issues arise when academicians are expected to juggle numerous responsibilities simultaneously, including teaching, research, administrative tasks, and community service (Anggadwita et al., 2023). Based on Howard & Cogswel (2022), polychronicity can have positive impacts on turnover among academicians in higher education. Academicians who exhibit polychronic tendencies often benefit from increased productivity, allowing them to efficiently manage multiple responsibilities such as teaching, research, and administrative tasks. This heightened productivity can strengthen their academic portfolios, create opportunities for career advancement, and ultimately reduce the likelihood of turnover. Additionally, their proficiency in effective time management and task prioritization aids in meeting deadlines and maintaining a balanced workload, contributing to higher job satisfaction and lower turnover rates. Pursuant to, Andriani & Disman (2023) the ever-changing landscape of academia, the adaptability of polychronic individuals is advantageous, as it enables them to navigate dynamic demands and multitask effectively, potentially reducing job dissatisfaction and the desire to leave their academic roles. Polychronicity, the preference for managing multiple tasks simultaneously, can exert both positive and negative influences on academic turnover within higher education. On the downside, it can contribute to a pervasive work-life imbalance among academicians, eroding job satisfaction and overall well-being. Taking cues from Arasli et al. (2018), this imbalance may eventually lead to a higher rate of turnover as individuals seek a more sustainable

lifestyle. Furthermore, the prioritization of quantity over quality by polychronic individuals can result in a decline in the standard of their research, teaching, or administrative work, influencing job satisfaction and the perception of their academic competence. The stress induced by concurrently managing numerous tasks can culminate in burnout, a significant risk factor for turnover, as individuals may seek fewer demanding positions or exit academia altogether to alleviate the strain. In accordance with Błachnio et al.'s findings in 2023, a proclivity for multitasking may hinder individuals with non-structured time management styles in meeting deadlines for in-depth research and scholarly endeavors. In recognizing these potential drawbacks, academic institutions should strive to support faculty members in effectively managing their workloads, fostering a work-life balance, and mitigating the adverse impact of polychronicity on turnover (Grogan & Lilly, 2023).

The diverse expertise required of academicians poses another significant challenge. Academics must excel in various areas, including research, writing, public speaking, securing funding, teaching, and mentoring. Balancing these skills becomes more difficult when the workload is heavy. Additionally, some academic settings may place higher value on certain skills or areas of expertise, creating pressure on academics to prioritize accordingly. This can lead to frustration and a sense of being pulled in different directions. Furthermore, the breadth of required skills can dilute specialization, making it harder for academicians to gain recognition beyond narrow fields of expertise (De Silva et al., 2023). Lastly, juggling multiple skills can lead to exhaustion and burnout, especially when ongoing training and education requirements demand significant investment of time and effort (Edú-Valsania et al., 2022).

Lack of autonomy is another significant issue in academia, which can result in feelings of disempowerment among academicians. They may feel that their thoughts and contributions are not respected, and their work is guided by objectives set by superiors or institutions, even if they disagree or fail to see the purpose. Autonomy is a defining aspect of academic profession, allowing researchers to pursue their interests and ideas. However, academicians may perceive their autonomy being undermined by institutional policies or external pressures related to finances or political involvement. Lack of autonomy is also evident in structured work arrangements, including strict schedules, high workload expectations and limited opportunities for creative exploration. These factors can contribute to burnout and reduced job satisfaction, hindering productivity and engagement.

Furthermore, poor working conditions in private higher institutions can significantly impact academic staff's well-being. Insufficient or outdated facilities, such as inadequate classrooms or laboratories, hamper their ability to fulfill professional duties effectively. Limited access to technology and research materials further hinders their work. Chaotic or poorly equipped facilities can have adverse physical and mental effects on academics, causing discomfort and health issues. Financial constraints may be the cause for private colleges in Malaysia being in such condition, hindering the organization from investing in improving infrastructure and adaptation to emerging technologies. Influenced by Ibrahim et al. (2023), some institutions may not prioritize providing comfortable and secure working environments, such as proper ventilation or ergonomically designed workstations. These conditions can lead to physical discomfort and various health problems, contributing to job dissatisfaction among academicians.

As stated by Ahmad Saufi et al. (2023) a positive impact of workload on turnover intention among academicians is evident when the workload is carefully managed and aligned with an academician's capabilities and interests. In such cases, a manageable workload can enhance job engagement and satisfaction. Academicians who face challenges but are not overwhelmed are more likely to feel motivated and committed to their roles, leading to reduced turnover intention. Furthermore, when academicians are presented with a reasonable workload model and attainable goals, the successful completion of tasks fosters a sense of accomplishment as discussed in Lebovitz et al. (2023). This sense of achievement contributes to higher job satisfaction and, ultimately, lower turnover intention, as academicians recognize and value their contributions and progress within their academic roles (Gessesse & Premanandam, 2023). In summary, a well-balanced workload that encourages engagement, satisfaction, and a sense of accomplishment can positively impact turnover intention among academicians in higher education. The negative impact of workload on turnover intention among academicians in higher education is significant. In accordance with the findings of Rusdi et al. in 2023, it is observed that excessive or unmanageable workloads frequently result in burnout and heightened stress levels among academicians, leading to manifestations of emotional exhaustion, reduced personal accomplishment, and depersonalization. These factors contribute to a heightened desire to leave academic positions. Moreover, heavy workloads can impose severe time constraints, preventing academicians from engaging in crucial research, scholarship, and professional development activities.

This lack of time for academic pursuits can breed frustration, job dissatisfaction, and an increased inclination to seek alternative employment. The demanding nature of academic roles, coupled with imbalanced work-life commitments resulting from extensive

workloads, further exacerbates turnover intention, as academicians seek positions that offer a healthier balance (Raihan Ahmad Widiarto et al., 2023).

Additionally, reduced research productivity due to overwhelming workloads can hinder career advancement prospects. Prolonged exposure to such high workloads can also take a toll on the health and well-being of academicians, potentially leading to physical and mental health issues that further contribute to the desire to leave academia in search of less demanding positions. In light of these negative impacts, academic institutions must take measures to carefully manage workloads, promote a balanced work-life environment, and provide support to mitigate the adverse effects on turnover intention among academicians (kakar et al., 2023).

Institutional reputation is a pivotal factor that significantly impacts an academician's decision to remain at their current academic institution or contemplate pursuing opportunities elsewhere. The reputation and ranking of an academic institution are multifaceted and encompass several key aspects that shape an academician's career and overall job satisfaction (Isaeva & Aliyev, 2023).

As per stated Nurhasan et al. (2023), academic institutions with strong reputations are often recognized for their excellence in teaching, research, and scholarly activities. These institutions have a track record of producing high-quality graduates and conducting cutting-edge research that garners attention both nationally and internationally. Academicians affiliated with such institutions benefit from the prestige and credibility associated with their institution's name, which can have profound implications for their careers.

In keeping with quality of academicians, one of the primary ways in which institutional reputation influences academicians is through the attraction of top talent according to “Mediating Effect of Institutional Image on the Relationship Between Student Satisfaction and Student Loyalty in Higher Learning Institutions Using the HEdPERF Model,” (2023). Well-regarded institutions are magnets for renowned professors, researchers, and scholars who seek an environment that fosters academic excellence. For academicians, being part of an institution that consistently attracts and retains top-tier talent can be not only intellectually stimulating but also professionally enriching (Datta & Jones, 2018).

Furthermore, strong institutional reputations often translate into better research opportunities. These institutions tend to have access to substantial research funding, state-of-the-art facilities, and collaborations with other prestigious academic organizations. In addition, the quality of students attracted to well-regarded institutions can impact academicians' teaching experiences. High-achieving and motivated students enhance the teaching and learning environment, contributing to job satisfaction and a sense of fulfillment in academia (Sá & Serpa, 2023). Ultimately, the long-term impact of institutional reputation on an academician's career cannot be overstated (Bello et al., 2023).

Affiliation with a prestigious institution can shape an academician's trajectory, making them more competitive in the academic job market and bolstering their potential for long-term success. Conversely, institutions with lower or less-established reputations may face challenges in attracting and retaining top talent (Seddikin et al., 2023). Academicians may be more inclined to explore opportunities at institutions with stronger reputations to further

their careers and professional aspirations. In summary, institutional reputation wields a profound influence on an academician's career decisions, job satisfaction, and overall contributions to the academic community (Tahir, 2023).

In other words, examining pay satisfaction, workload and polychronicity is crucial in addressing the issue of high turnover rate among academic staff in private higher education institutions. Pay satisfaction is the level of contentment academician's experience regarding their income or compensation package. If academics perceive that their pay does not align with the value of their work, they may be more inclined to seek alternative employment, leading to high turnover rates. Job satisfaction, on the other hand, encompasses the overall fulfillment from their work experience. Factors such as workload, working environment, relationships with colleagues and supervisors and opportunities for professional advancement can influence job satisfaction. Polychronicity promotes management of multiple tasks or projects simultaneously. However, this type of work environment can lead to increased stress and feelings of overwhelmed among academicians, potentially exacerbating turnover rate. In conclusion, academic turnover in Malaysia has both detrimental and advantageous effects. While high turnover rates can lead to negative consequences such as the loss of institutional knowledge and financial burdens, addressing turnover through improved support, benefits, and workplace culture can lead to positive outcomes, including enhanced education quality, increased research productivity, cost savings, and the attraction of top academic talents. These efforts are vital for maintaining and elevating the standard of education and research in Malaysia's higher education institutions. Based on this, several research questions and research objectives are formulated for the undertaken study

1.3 Research Questions

- Does pay satisfaction influence turnover intention among academicians?
- Does polychronicity influence turnover intention among academicians?
- Does workload influence turnover intention among academicians?

1.4 Research Objectives

The objectives of this study were:

- To determine the influence of pay satisfaction on turnover intention.
- To determine the impact of polychronicity on turnover intention.
- To determine the impact of workload on turnover intention.

1.5 Significance of Study

Investigating factors that contribute to high faculty turnover rates in private higher education institutions is deemed crucial for several reasons. Firstly, high turnover rates can result in increased costs for the organization. This is because resources are required for recruiting, hiring and training new faculty members. Moreover, the loss of experienced faculty members can have a detrimental effect on overall quality of education provided to students. Experienced faculty members often bring valuable expertise, knowledge and teaching skills that contribute towards academic excellence of the institution.

Secondly, high faculty turnover rates can negatively impact students. When faculty members leave, students may need to adjust to new teaching styles, performance standards

and subject matter. This adjustment process can disrupt the continuity of education and potentially impact the quality of instruction received by students. It can also affect students' academic achievements and their overall learning experience.

Addressing the push factors that contribute to high turnover rates among academicians is crucial to retain experienced and productive faculty members. By addressing these factors, institutions can create a supportive and conducive work environment that promotes faculty retention. Retaining experienced academicians leads to improved institutional productivity, as they bring valuable knowledge, research expertise and teaching skills into the institution.

Furthermore, high employee turnover rates can have a negative impact on reputation of private higher learning institutions. A high turnover rate may raise concerns among prospective faculty members, students and other stakeholders. Addressing the factors that leads to high turnover among academicians is important as it helps to improve reputation of the institution among prospective faculty members, students and other stakeholders.

On overall, investigating the predicting factors that lead to high turnover rates among academicians in private higher education institutions are crucial for improving institutional performance, enhancing student outcomes and boosting the reputation of the institution. By addressing these factors, institutions would be able to create a supportive and engaging work environment that fosters faculty satisfaction, productivity and long-term commitment towards mission and goals of the institution.

1.6 Definition of Key Terms

1.6.1 Pay Satisfaction

Pay satisfaction refers to an individual's perception and evaluation of their compensation or salary in relation to their expectations and the value they attribute to their work (Heneman et al., 1988). It is a subjective assessment of adequacy and fairness of employees' pay in relation to perceived worth of their job.

1.6.2 Polychronicity

Polychronicity, within context of this study, refers to cultural norm or work environment that values and encourages simultaneous handling of multiple tasks or projects. In academia, it implies an expectation for faculty members to engage in multitasking and manage various responsibilities concurrently. This can create a work environment characterized by high workload demands, time pressure and potential stress or feeling of overwhelmed for the academicians (Asghar et al., (2020),

1.6.3 Workload

Workload refers to volume and intensity of tasks, responsibilities, and duties assigned to an individual within a specific period. In the context of academia, workload encompasses teaching load, research demands, administrative responsibilities and any additional obligations required of academic staff (Cahyati & Sumartik, 2022). It is a measure of quantity and complexity of work expected from academics within their professional roles and responsibilities.

1.6.4 Turnover Intention

As stated by Rathakrishnan, Imm, and Kok in their 2016 research, as cited in the work of O'Brien et al. in 2022, employee intention to leave their current place of employment or organization represents a psychological state that reflects an individual's thoughts and feelings regarding their job and future within the organization. Various factors, including job satisfaction, organizational commitment, leadership, workplace culture, and external job opportunities, can influence an employee's intention to leave their current employer. When employees possess a high level of intention to leave their jobs, it can lead to actual turnover, which may be costly and disruptive for the organization



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a brief introduction to higher education sector in Malaysia, followed by review of past research on pay satisfaction, polychronicity, workload and turnover intention. The chapter also includes explanation on hypotheses development and elaboration of underlying theories.

2.1 The Development of Higher Education in Malaysia

higher education system in Malaysia has undergone significant changes since the country's independence in 1957. The establishment of University of Malaya in 1949 was among the earliest initiatives towards developing higher education sector in Malaysia. Since then, both public and private higher education institutions have grown significantly in number, playing important roles in the national education system (Tham, & Chong, 2023). Various policies and initiatives have also been implemented by the government to improve access to higher education, particularly for students from the rural and low-income backgrounds (Lin, 2023). As education is the top priority, the government had also taken a lot of effort to improve the quality of education at all levels, including higher education (Ghasemy et al., 2022).

This includes the establishment of Higher Education Ministry in 2004 with the goal to improve coordination and management of country's higher education institutions, and also launching of the National Higher Education Strategic Plan in 2007, aimed at increasing the number of students enrolling for higher education (Lo, & Allen, 2023).

Besides improving the access to higher education, government is also concerned about the quality of higher education offered by institutions. In regards to this, Malaysian Qualifications Agency (MQA) was founded in 2007 as to ensure that the higher education institutions maintain high academic standards and provide students with quality education at all times (Omoola, Kazeem, Mohamed, Hak, Zahari, & Ramalingam, 2023). MQA oversees monitoring and accreditation of higher education institutions and programs offered. As the higher education sector grew in Malaysia, private higher education institutions became increasingly important. This was evident through the introduction of Private Higher Education Institutions Act in 1996, which allowed private institutions to offer degree programs and receive MQA accreditation (Omoola, et al, 2023).

The growth of higher education sector in Malaysia is significantly influenced by both domestic and international movements and policies, which ultimately impact the work carried out by academicians (Hamid, 2022). The emphasis on education by Malaysian government, together with its policies and initiatives which are aimed at improving access and quality of higher education has led to the development of a higher education system that is recognized and standardized at both domestic and international levels (Yang, 2022).

In the recent times, there had been more options available for Malaysian academicians to participate in worldwide academic networks, research projects and research collaborations (Sari et al., 2022). Due to this expansion, demand for academicians, particularly those with specialized knowledge and abilities has been steadily increasing (Khan et al., 2022). Furthermore, academicians can now pursue productive and

satisfying careers not only in public higher education institutions, but also at private institutions (Msuya, 2022).

Nevertheless, the strong focus on quality has resulted in an increased level of pressure among academicians to improve expertise, as well as their knowledge and instructional methods (Ghasemy & Elwood, 2022)., Consequently, the academicians are strongly encouraged to participate in professional development activities, including attending conferences, workshops, and seminars in order to improve their capacity for teaching and conducting research (Geleta & Raju, 2023).

International movements and programs have played a significant role in expansion and growth of higher education sector in Malaysia. This has created more opportunities for academicians to engage in international academic collaborations and networks, which contributes towards overall improvement in quality of education and research in Malaysia (Jampaklay, Penboon, & Lucktong, 2022). The increasing recognition and standardization of Malaysian higher education system, locally and internationally has provided academicians with greater opportunities to participate and contribute in global academic community and gain valuable experiences through cross-border collaborations (Mutahar et al., 2022). This has led to development of a more diverse and dynamic academic culture in Malaysia, which created the pathway to new and innovative research and teaching practices in both public and private higher learning institutions (Mahamud, Rashid, & Heng, 2022).

2.1.1 Public Higher Education

Currently, there are 94 community colleges, 37 polytechnics, and 20 public universities

operating in Malaysia (Shaari et al., 2022). These educational establishments fall under the purview of Ministry of Education and are responsible for providing a wide range of undergraduate and graduate degree programs in various subject areas. Business and Economics, Engineering and Technology, Medicine and Health Sciences, Sciences and Mathematics, Social Sciences and Humanities, Education, Law, Agriculture and Forestry, Islamic Studies, and Sports Science are just some of the fields of study in Malaysian public universities, every public university has its own set of distinguishable qualities and domains of academic expertise. For instance, University of Malaya is well-known for research in the medicine field, while University Technology Malaysia is reputable for its engineering programs. On top of undergraduate programs, public universities also offer postgraduate studies at master's and doctoral levels. Apart from that, many educational institutions are now providing opportunities to earn professional certifications in various fields, such as law and accounting. On overall, public higher education institutions in Malaysia offer students a diverse selection of educational opportunities in a variety of disciplines, which are focused on providing them high-quality tertiary education and improving their research conducting capabilities.

2.1.2 Private Higher Education

Advancement of Malaysia's higher education system had been significantly provisioned by contributions of private educational establishments. In this regard, private institutions in Malaysia are well-known for high-quality education, modern facilities, and collaborations with organizations from all over the world (Alenezi, 2023). These efforts have contributed directly towards growth of human capital and economy of the nation. In 1980s, the government initiated several policies that were aimed at improving education system in Malaysia. These policies laid the groundwork

for development of private learning institutions in the country by encouraging private sector investment in higher education. In line with this, Private Higher Education Institutions Act was introduced in 1996 to serve as a regulatory framework for establishment and operation of private education institutions in Malaysia (Wilkinson & Yussof, 2005).

Since then, the number of private educational institutions has increased rapidly, becoming an essential component of the country's educational landscape. According to Ministry of Higher Education, there were more than 600 private higher education institutions in Malaysia in 2021 (Tajudeen, & Raja, 2021). These institutions provided students with access to a diverse range of academic programs in a variety of disciplines, such as business, engineering, medicine, and social sciences. Private educational establishments in Malaysia have also been successful in luring students from other countries to their student bodies, particularly those hailing from Southeast Asia, Middle East, and Africa (Tajudeen, et. al., 2021). In 2019, approximately 16% of the total student population in private institutions in Malaysia was comprised of international students.

The rising interest in pursuing higher education among younger population is one of the primary factors contributing to expansion of private educational institutions in Malaysia. Many students choose to enroll in private institutions because of their affordable tuition rates, flexible course scheduling options, and high educational standards. Additionally, private educational institutions play important role in advancement of research and new product development in Malaysia, Partnerships with universities and research institutions from different parts of the world has made it

feasible for academicians to share their knowledge and expertise in a variety of fields.

The proliferation of private educational institutions in Malaysia has beneficial effect, not only on public-school system but also on economy of the nation. Higher education sector has grown significantly through the efforts of private institutions, in making education more accessible to younger generations of Malaysia and also students from other countries. It is anticipated that private educational institutions will play a vital role in shaping the future of Malaysia as it continues to develop economically. There was already a total of 568 private higher learning institutions in Malaysia by the year 2021 (Lau, Chow, Wong, & Lim, 2021). This number had been increasing steadily over the past several years as a result of rising demand for higher education across the nation. From the 568 private higher education institutions, 520 were colleges while the remaining 48 were universities.

The Private Higher Education Institutions Act (1996) authorized the founding and establishment of private universities, which offer a comprehensive array of undergraduate and graduate degree programs in multiple subject areas, such as engineering, medicine, business, law, and social sciences. Taylor's University, Sunway University, and University Tunku Abdul Rahman (UTAR) are few examples of well-known private universities in Malaysia. Similarly, the Private Higher Educational Institutions Act (1996) also allowed f establishment of private colleges offering diploma and certificate level courses on top of degree programs in various fields such as accounting, hospitality, information technology, and creative arts. KDU College, INTI International College, and SEGI College are a few examples of the private higher education options available in Malaysia. It is important to note that these numbers do

not include the branch campuses of international universities as they are not considered as private higher institutions. This includes campuses such as those of Monash University Malaysia, The University of Nottingham Malaysia, and Raffles University Iskandar. The large number of private higher education institutions in Malaysia is indicative of the government's aspiration and commitment towards fulfilling the educational needs of its own citizens as well as those of international students by offering a wide range of accessible programs

2.2 Academic Work Nature in Malaysia

Basically, the nature of work as an academic staff can vary depending on institution, discipline and specific role. Job as an academic staff member is multifaceted and requires a high level of expertise, dedication and intellectual curiosity (Ishak, Suhaida, & Yuzainee, 2009). It is a career path that offers opportunity to make significant contributions to knowledge and society, but also requires strong willingness to work hard and persevere through challenges (Lovitts, 2008). However, there are some general characteristics that are common across most academic positions.

The primary focus of work for academic staff is typically on advancing knowledge in their area of expertise. This can involve conducting research, writing papers and articles for publication and presenting findings at conferences and other academic forums (Collins et al., 2023), increasing research capacity in community organizations. Academic staff may work independently or as part of a research team, and they may receive funding from various sources to support their research (Ingaldi et al., 2023).

In addition to research, academic staff is also responsible for teaching and mentoring

students. This involves developing course materials, delivering lectures, grading assignments and exams, and providing feedback to students (Chen et al., 2022). Academic staff may also serve as a research supervisor to graduate students and may also provide guidance to junior colleagues (Fynn & Van der Walt, 2023). Academic staff is also expected to engage in service activities. This can involve serving on committees, reviewing manuscripts for academic journals and participating in professional organizations (Butler et al., 2021). Service activities help to ensure that the academic community functions effectively and helps to advance knowledge in a particular field.

Another important aspect of work for academic staff is participation in professional development (O'Brien et al., 2022). This involves staying up-to-date with the latest research and teaching practices in their field. Academic staff may attend conferences, workshops and seminars, pursue additional training or certifications and participate in mentoring or coaching programs to improve their skills and knowledge (del-Sueldo et al., 2022).

Besides that, academic staff may also engage in outreach and community engagement activities. This can involve giving public lectures, participating in community events and collaborating with local organizations to promote their mission and advance knowledge in a particular field. In Malaysia, academic staff typically work at universities or other higher education institutions (Moganadas et al., 2022). They are responsible for teaching undergraduate and graduate courses, conducting research and providing service to the institution and the broader academic community.

Malaysian higher education system places a strong emphasis on teaching quality, thus academic staff is expected to be skilled and effective instructors (Dutta, 2022). They are responsible for developing course materials, delivering lectures, grading assignments and exams, and providing feedback to students. In addition, academic staff is also expected to engage in ongoing professional development to improve their teaching skills and stay up-to-date with the latest teaching practices. Besides, academic staff is expected to conduct research in their area of expertise and publish their findings in academic journals and other publications (Nachatar Singh, 2022). For this reason, Malaysian government has established various funding programs for research works, whereby academic staff may apply for grants to support their own research projects.

Service is an important aspect of work, in relation to academic staff in Malaysia. Academic staff may serve on committees, review manuscripts for academic journals and participate in professional organizations to contribute to the academic community and advance knowledge in their field. In addition to teaching, research and service, academic staff in Malaysia may also be expected to engage in public outreach and community engagement activities (Fiandra et al., 2022). This can involve collaborating with local organizations, giving public lectures and participating in community events to promote institution's mission and contribution to the society.

On overall, the nature of work as an academic staff in Malaysia is demanding and requires a high level of expertise, dedication and collaboration with colleagues and students (Kumar, 2022). However, it is also a rewarding career path that provides opportunities for intellectual engagement, professional growth, besides contributing towards advancement of knowledge in a particular field.

Indeed, the responsibility of academic staff goes along with their workload which at certain points, may become unbearable (Ya Shak et al., 2022). The workload of academic staff is complex and multifaceted and can vary significantly depending on institution, academic discipline and specific position. The workload of academic staff can be demanding and requires a high level of organization, time management and collaboration with colleagues and students. However, it is also a rewarding career path that provides opportunities for intellectual engagement and professional growth.

Being an academician in a public versus in a private higher learning institution is primarily differentiated by ownership and financial structure of the institution (Ahmad et al., 2022).. Alam (2022) explained that higher education institutions that are operated and owned by private companies, such as corporations, foundations, or religious groups, are referred to as private educational institutions. In most cases, financial support comes in the form of gifts, endowments and tuition fees. As a result of their status as independent organizations, private educational establishments typically have fewer students enrolled, offer a broader variety of specialized courses and enjoy greater latitude in terms of decision-making. It is possible that such private colleges offer compensation and benefits packages that are lucrative as an effort to recruit and retain faculty members (Al-Ghanim, 2022).

On the other hand, the government provides funding for public higher education institutions (Loganathan et al., 2022)., which are typically managed by either state or municipal governments. Student population in public universities are typically larger with wider variety of programs offered and admission requirements that are more standardized. Because of their ties to various government organizations, public

institutions may have decision-making procedures that are more bureaucratic, yet more reliable sources of funding.

When it comes to being an academic, obligations and expectations of the position are essentially same across the board, regardless of whether the institution is public or private (Aloisi & De Stefano, 2022). On the other hand, due to diverse ownership and finance arrangements, work environment, available resources and priorities of the institution could be different. In addition, private institutions may place more focus on collection of income and satisfying demands of paying students (Edirisinghe et al., 2022)., whereas public institutions may place a greater emphasis on research, engagement with community and social responsibility (Baumfield et al., 2023).

2.3 Academic Employment and Benefits in Higher Education in Malaysia

The term academic employment refers to jobs and positions in educational institutions such as universities, colleges, and research institutes that are related to teaching, research, and administration (Mattar, 2021). Academic jobs can be found in both public and private educational institutions, and they typically provide employees with access to a wide range of opportunities for enhancing their professional skills and moving up the corporate ladder (Carswell & De Neve, 2023).

There are, in fact, some ways in which non-private academic benefits and private academic benefits can be distinguished from one another. As they are not constrained by regulations and policies of the government, private educational institutions may be more flexible in benefits they provide in comparison to non-private educational institutions. For the purpose of attracting and retaining top talent, private institutions

may provide higher salaries in addition to more extensive benefits packages.

On the other hand, academic institutions that are publicly owned may be required to comply with government regulations and policies regarding employee benefits (Linh, Dung, Quy, Thanh & Tien, 2022). These regulations and policies typically include salary requirements, health insurance requirements, retirement plan requirements and leave entitlements. When compared to benefits provided by private institutions, these benefits are frequently standardized and may offer less leeway for customization. Types of benefits that are provided by private institutions and those that are provided by non-private institutions might be different. For instance, non-private institutions may offer pension plans or other forms of retirement benefits, while private institutions may provide stock options or profit-sharing plans to their employees. In general, even though the benefits provided by private academic institutions and non-private academic institutions may differ, the goal is to provide appealing benefits packages to their employees in order to both recruit and keep top talent in the highly competitive academic industry.

2.4 Common Benefits Offered for Academic Employment

Academic staff is an important asset to any educational institution. Offering them the appropriate benefits can help to attract and keep talented individuals who are interested in working at the institution (Kwok, 2022). Educational institutions often offer health insurance, retirement plans, flexible work arrangements, opportunities for professional development, tuition reimbursement, assistance with research and sabbaticals to their academic staff. These benefits can help academic staffs to gain access to quality medical care, financial stability, improved professional development and work-life

balance, as well as allow them to conduct high-quality research and advance their academic standing (Boakye et al., 2022). Sabbaticals also provide academic staff with extended periods of time away from work to pursue their research interests, returning to work refreshed with new perspectives.

Academic staff in Malaysia are typically offered a range of benefits as part of their employment package. These benefits include annual leave, medical leave, pensions, health insurance, professional development funding, housing allowances and sabbatical leave (Azman et al., 2010). It is important to note that the specific benefits offered may vary depending on institution and level of employment. These benefits are essential for attracting and retaining highly qualified and skilled individuals in education sector, ensuring that quality of education in Malaysia remains high (Elrayah & Semlali, 2023).

Academic staff is entitled to a certain number of days of annual leave each year (Abela, 2023). The number of days varies depending on level of employment and length of service. This benefit allows academic staff to take a break from work and recharge, ensuring they remain productive and effective in their roles.

Academic staff is entitled to a certain number of days of medical leave each year (Lancaster et al., 2023). This benefit allows academic staff to take time off work when they are sick or injured, without fear of losing their income. This is especially important in the education sector, where exposure to a large number of students can increase risk of contracting illnesses.

Many academic staff in Malaysia are eligible to participate in a pension plan (N.E.A et

al., 2023). This plan provides retirement benefits to academic staff, ensuring they have financial security in their old age. This is particularly important for academic staff as their salaries may not be as high as those in other industries.

Most universities and colleges offer health insurance coverage for their academic staff (Dubashi, & Ramadass, 2023). This benefit covers medical expenses such as hospitalization, surgery and consultation fees in order to ensure academic staff has access to healthcare when they need it.

Many institutions provide funding for academic staff to attend conferences, workshops and training programs as part of their professional development (Sanders et al., 2022). This benefit allows academic staff to stay up to date with latest developments in their field, ensuring they remain knowledgeable and effective in their roles.

Some institutions provide housing allowances to academic staff who need to relocate to take up their positions (Arifa et al., 2022). This benefit provides financial support to academic staff, ensuring that they have a comfortable and secure place to live while working at the institution.

Finally, academic staff who have worked for a certain number of years may be eligible for sabbatical leave (Bojica et al., 2022). This benefit allows academic staff to take a break from teaching and research to pursue other activities related to their field of study. Sabbatical leave can be an excellent opportunity for academic staff to engage in research, writing or other creative activities.

2.5 Human Resource Issue in Academic Employment

According to Silva and Shinyashiki (2014), human resource management plays a pivotal role in addressing the issue of turnover rate within organizations, including higher education institutions. HR's responsibilities encompass various facets of talent management and retention.

On the other hand, Lee and Mao (2020) emphasize that HR is instrumental in designing effective recruitment and selection processes aimed at identifying candidates who not only possess the requisite qualifications but also align with the institution's culture and values, reducing the likelihood of early turnover. Moreover, Imron and Suyud El Syam (2023) state that HR manages compensation packages and benefits, ensuring they remain competitive within the industry, thus contributing to the satisfaction and retention of faculty members.

Facilitating professional development opportunities is another critical aspect of HR's role, as highlighted by van der Klink (2023). By organizing workshops, conferences, and training programs, HR supports academicians in their ongoing growth and skill development, offering a clear path for career advancement and job satisfaction. HR collaborates with academic departments to develop retention strategies that may include mentoring programs, tenure-track options, and flexible work arrangements, catering to the diverse needs of faculty members.

Furthermore, HR conducts exit interviews to gain valuable insights into the reasons behind turnover, utilizing this feedback to inform strategies for reducing it, as mentioned by Malik (2023). Employee engagement, a significant contributor to retention, is a focal

point for HR. They conduct surveys, analyze results, and partner with academic departments to address concerns raised by faculty members, striving to maintain high levels of engagement. HR also actively contributes to shaping a positive workplace culture that values diversity, inclusivity, and collaboration, factors that significantly lower turnover rates by enhancing job satisfaction and faculty loyalty.

According to Verma and Kaur (2023), policy development, conflict resolution, and data analysis are additional responsibilities of HR. Ensuring that policies are fair, transparent, and supportive of work-life balance and professional growth is pivotal in reducing turnover, as is the prompt resolution of conflicts, which can otherwise lead to faculty departures.

Lastly, HR collects and analyzes turnover data to identify trends and patterns, allowing for the identification of root causes and the development of targeted strategies for improvement. In sum, HR's multifaceted role in addressing turnover is instrumental in retaining talented faculty members and staff, ultimately bolstering the standards of education and research within higher education institutions.

Private higher learning institutes have become an increasingly popular option in Malaysia for students who wish to pursue tertiary studies (Islam et al., 2021). However, these institutions may face a range of academic issues that can affect the quality of education provided to their students. One of such issues is the lack of benefits provided to academic staff, which ultimately lead to difficulties in attracting and retaining highly qualified and skilled individuals (Ibrahim et al., 2022). This can have a negative impact on quality of education provided by private institutions and also the learning outcomes

of their students. The following section discusses human resource issue faced by academic staff in private institutions in Malaysia and potential consequences of the issues on the quality of education provided by these institutions.

Lack of competitive compensation and benefits (Ahmad et al., 2022) is one of the most significant challenges that private colleges face in terms of human resource management. When compared to public institutions or private corporations, private colleges may find it difficult to provide competitive salaries and benefits packages for their employees (Rana et al., 2021). Due to this, it may be difficult to recruit and keep the best academic staff, as these individuals may leave in search of higher-paying positions elsewhere (Henningsson & Geschwind, 2021). As a consequence, private colleges may have a higher-than-average staff turnover rate, which may have a detrimental effect on consistency of institution as well as quality of education it offers.

One more challenge that private colleges face in terms of human resource management is high workload and limited work-life balance (Adisa et al., 2022). In order for institution to meet its obligations, academic staff are required to put in long hours of work, including during evenings and weekends. This can result in burnout, lower job satisfaction, and an increased likelihood of employee turnover (Hyatt, 2022). Besides that, private learning institutions may struggle to hire and retain a diverse academic staff due to factors such as location, lack of support for diversity initiatives, or limited resources for recruitment process (Aldiabat, 2023). This can make it difficult for students to learn from role models who come from a variety of backgrounds. Additionally, private learning institutions may struggle to provide enough opportunities of professional development for their academic staff, which is necessary for

maintaining knowledge and improving teaching abilities. Moreover, private colleges may not have the same resources as public institutions to provide these opportunities (Nagoji & Mackasare, 2023). This disparity in resources can have an effect on academic staff retention rate as well as overall success of the institution.

In addition, there is difficulty in attracting and retaining diverse academic staff. In order to find solutions to these problems, private colleges will need to prioritize the implementation of human resource management practices that place an emphasis on overall satisfaction and success of institution.

2.6 Underlying Theory

According to equity theory, for an individual to determine whether they are being treated fairly, they should examine the input-to-output ratio (the amount of effort put into a job in comparison to the rewards received) of both themselves and others who are in positions that are comparable to their own (Jarwan & Ibrahim, 2020). According to this theory, if a person is aware of unfairness in their environment, they will have unfavorable emotions such as dissatisfaction and may behave in a way that attempts to rectify the situation (Cai & Wang, 2023). In the context of job satisfaction, equity theory proposes that workers are more likely to experience job satisfaction if they have the perception that they are being treated equitably in terms of rewards they receive for efforts that they put in (Mahmud et al., 2023).

Pay satisfaction, as viewed through the lens of equity theory, is intricately tied to employees' perceptions of fairness in compensation relative to their own contributions and those of their colleagues. Equity theory posits that individuals gauge the equity of

their treatment in the workplace by comparing their inputs, such as effort, skills, and time, to their outcomes, particularly their pay. When employees feel that they are being underpaid compared to their colleagues who perform similar tasks or possess similar qualifications, they may perceive an inequity in their compensation. This perception of inequity can have significant implications for employee satisfaction and, ultimately, turnover intentions. When employees believe they are not adequately rewarded for their efforts, it can lead to dissatisfaction with their pay. This dissatisfaction, fueled by the perception of unfairness, can erode morale and job commitment. Over time, the dissonance between their perceived contributions and the rewards received can intensify, potentially resulting in the development of turnover intentions. Employees who feel under-rewarded relative to their peers may actively seek alternative employment opportunities that promise more equitable compensation packages. They may perceive these opportunities as offering a fairer exchange for their skills and contributions, making them more inclined to explore job openings elsewhere. Thus, from an equity theory perspective, the relationship between pay satisfaction and turnover intentions is mediated by employees' perceptions of fairness in their compensation. Addressing these perceptions and ensuring equitable pay practices is crucial for organizations seeking to mitigate turnover risk and enhance overall employee satisfaction and retention.

Polychronicity, the capacity to effectively manage multiple tasks and priorities simultaneously, takes on a unique perspective when viewed through the lens of equity theory. In this context, employees who excel in polychronicity may perceive themselves as contributing a greater level of effort and skill to their work compared to their colleagues who may be less proficient at multitasking. This perception of unequal contributions and the resulting inequity can impact their job satisfaction and potentially lead to turnover

intentions. From an equity theory perspective, employees skilled in polychronicity may believe that they are investing more of their time, effort, and skills into their roles than their less adept colleagues, yet they receive similar rewards or recognition. This perception of inequity can foster feelings of frustration and disillusionment, as they may believe that their efforts are undervalued or unrecognized. Over time, these feelings of inequity can erode job satisfaction and contribute to the development of turnover intentions. Employees who perceive themselves as under-rewarded relative to their contributions may start seeking alternative job opportunities that they perceive as offering a fairer exchange for their multitasking skills and efforts. Therefore, in organizations where polychronicity is valued and recognized, it becomes essential to ensure that employees who excel in this skill are rewarded and acknowledged appropriately to mitigate turnover risks and promote employee retention.

On the other hand, employees who have the impression that they are not being fairly compensated for their work are more likely to be dissatisfied with their jobs. The equity theory proposes that in order for employees to determine whether or not they are being treated fairly with regard to their pay, they should evaluate their own pay in relation to the pay of others who hold comparable positions (Prieto et al., 2022). If an employee believes that they are being paid less than others who are performing work that is comparable to their own, they may have unfavorable feelings such as dissatisfaction with pay and may engage in behaviors such as looking for work at another company that pays more (Fagell, 2022). In terms of turnover intention, equity theory suggests that employees who believe that they are being treated unfairly in terms of rewards they receive are more likely to experience turnover intention.

Workload, as examined through the lens of equity theory, revolves around the concept of fairness in terms of the effort and time an employee invests in their job. In the context of equity theory, employees may gauge the fairness of their workload by comparing it to that of their colleagues. When employees perceive that they are dedicating more effort, working longer hours, or handling a significantly heavier workload than their peers, all for similar rewards, they may develop a sense of inequity. From this equity perspective, the impact on turnover becomes apparent. Employees who feel that their workload is unfairly high relative to their colleagues and that the rewards or recognition they receive do not align with their contributions may begin to experience job dissatisfaction. This dissatisfaction can be compounded by the sense of inequity in their workload. Over time, these feelings of inequity and job dissatisfaction can fuel turnover intentions. Employees may actively seek alternative employment opportunities that they perceive as offering a more equitable exchange for their efforts and the demands placed on them. They may believe that by transitioning to roles where their contributions are better matched with the rewards they receive, they can achieve a sense of fairness and job satisfaction.

This is because employees who believe they are being treated unfairly are more likely to leave their jobs. Employees who have the impression that they are not being treated fairly may feel undervalued, which may increase the likelihood that they will consider quitting their jobs in search of employment elsewhere that provides a more equitable environment. In general, the equity theory is relevant to pay satisfaction, polychronicity, workload and the intention to leave current job because it emphasizes the significance of fairness in workplace (Adriaans et al., 2023). Employees are more likely to feel satisfied with their jobs and pay, and they are less likely to consider leaving their current employers in the future, especially when they have the perception that they are being

treated fairly.

Equity theory is a well-known concept in the study of organizational behavior. It investigates the connection between an employee's perception of fairness in their working environment and the employee's motivation and behavior in that environment (Tufan et al., 2023). This theory can be applied to the context of academic staff in order to gain a better understanding of how pay satisfaction affects intention to leave a position.

The equity theory can be applied to other aspects of working environment of academic staff, in addition to pay and benefits (Saqib et al., 2023). These aspects include amount of work that must be done, responsibilities that come with the job, and opportunities for professional advancement. If academic staff feel that they are being treated unfairly in any of these areas, it is possible that they will become dissatisfied with their jobs and have a greater likelihood of leaving the current positions.

There are two different ways in which the equity theory can be applied to the academic staff (Saqib et al, 2023). Initially, members of academic staff at an institution can evaluate their salaries and benefits in relation to those of other academic staff from the same institution. They could become dissatisfied with their job and have a greater likelihood to leave their employer if they believe that they are being paid less than their coworkers, which would increase the likelihood of them leaving their job. Secondly, academic staff have the opportunity to evaluate their pay and benefits in relation to those offered to their counterpart at other institutions. It is possible that they will become dissatisfied with their current employment and look for work elsewhere if they

believe that they are being paid less than their peers at other institutions.

In order for institutions to address problems that are associated with equity theory, a number of steps can be taken to ensure that academic staff members have the impression that the environment in which they work is fair and equitable. For instance, academicians can be paid fairly to their colleagues and counterparts at other institutions by having regular salary reviews conducted at institution “An Assessment of Job Satisfaction Among Faculty Members of the Universities,” providing opportunities for professional development, performance evaluations that are fair and transparent, and a supportive and collaborative work environment are things that institutions can do to increase job satisfaction and decrease the intention of employees to leave the organization. positions.

Therefore, equity theory is an important concept to take into consideration when investigating connection between job satisfaction of academicians and intention to leave their positions. By gaining an understanding of factors that contribute to employees' perceptions of fairness and equity in workplace, organizations would be able to take necessary steps to increase job satisfaction among academic staff and reduce the likelihood that employees will leave their positions.

2.7 Turnover Intention

Turnover rate is a measure of how frequently employees leave an organization over a given period, usually expressed as a percentage of total workforce (Arninda, 2023). Turnover rate can vary significantly between industries and sectors. In general, turnover rates tend to be higher in industries that are characterized by low pay, poor

working conditions and limited opportunities for career advancement. In contrast, industries that offer higher pay, better benefits and opportunities for advancement tend to have lower turnover rates (McKercher et al., 2023).

Turnover rates in education sector can vary depending on type of institution and role of academicians. Turnover rates in education sector can also differ depending on whether the institution is public or private. Public institutions often provide more job security and benefits, leading to lower turnover rates (Sserubugo, 2023) while private institutions may offer higher salaries or more flexibility, resulting in higher turnover rates (Davison & Blackburn, 2023). The role of academic staff is also significant, with adjunct faculty having a higher turnover rate due to lower pay and limited opportunities for professional development as compared to tenured or tenure-track faculty. The location of the institution may also impact turnover rates, with rural institutions having difficulty attracting and retaining staff due to a lack of amenities, while urban institutions may experience high turnover rates due to high cost of living and competition for talent (Bachtiar, 2023). High turnover rates can be costly and disruptive, while low turnover rates can lead to a more stable and productive workforce (Damnjanovic et al., 2023).

A high turnover rate among academic staff can have disastrous effects on an institution, including increased costs associated with recruitment and training, decreased productivity and reputation of the institution (Park et al., 2023). Academicians are essential part of any educational institution and ensuring their continued employment is critical to maintain institution's viability and fostering its continued expansion. On the other hand, there is frequently a high turnover rate among academic staff, which

can have unfavorable impacts towards the institution (Soliman, Elsaed, & Emam, 2023). There are several factors that are frequently cited as major contributors to high turnover rate, even though the specific factors that contribute to a high turnover rate can vary depending on institution and other circumstances. Nevertheless, a high turnover rate is often attributed to the following common factors as follows.

Pay and benefits packages offered to academicians are one of the most significant factors that can contribute to a high turnover rate (Khatun et al., 2023). If staff feel that they are not being compensated fairly for their work or that they do not have access to appropriate benefits, they may become dissatisfied with their jobs and start looking for work elsewhere. This can be especially true in private education sector, whereby institutions may not have access to the same level of funding as in public institutions, thus finding it difficult to offer compensation packages that are on par with those offered by more competitive organizations.

Another element that affects high turnover rate among academic staff is the degree to which they are dissatisfied with current work (Kim et al., 2023). Employees who are dissatisfied with their jobs have a greater likelihood of quitting, particularly if they have the impression that their contributions are not being recognized or valued. This is likely to be the case if they are required to teach students in a topic area that is not their area of expertise, or if they have the impression that they are not being provided with adequate resources and support to excel in their role.

Another factor that can contribute significantly to high turnover rates among academic staff is the lack of opportunities for advancement (Cooper Brathwaite et al., 2022). If

members of an institution's have the impression that there are too little opportunities for professional development or growth within the organization they work for, they are more likely to look for work elsewhere. This is something that can be especially true in establishments with a hierarchical structure and promotions that are based on seniority instead of on merit.

Apart from that, academic staff who are forced to contend with poor management or leadership may become frustrated and look for work elsewhere (Mutahar et al., 2022). This is likely to be the case if organization is going through significant changes or if there is a lack of communication and transparency regarding decision-making process.

High turnover rate among academic staff is also significantly influenced by factors such as workload and ability to maintain a healthy work-life balance (Li & Yao, 2022). When academic staff members have large amount of work to do or having a poor balance between work and personal life, they are at risk of becoming exhausted and overwhelmed, which may prompt them to look for employment elsewhere. This can be especially true in situations whereby they are required to teach multiple courses, have limited time for research, involved in other activities that contribute to their professional development or required to work long hours or during weekends.

Culture of the institution is another important factor that may be a contributor to high turnover rate among academicians. Academic staff members may experience feelings disconnected or lack of support, which may ultimately cause them to leave an institution with uncollaborative or unsupportive culture (Al-Mahdy et al., 2022). This can be especially true in institutions lacking shared vision and values, as well as in

institutions with a significant divide between administration and academic staff.

Indeed, a high turnover rate among academic staff can also be significantly influenced by a number of other factors, including location and commuting conditions (Fynn & Van der Walt, 2023; Dodanwala et al., 2022). It is possible that academic staff will look for employment elsewhere if the location of the current institution is too far or located in an area that is difficult to commute to, have limited access to amenities, or where the cost of living is relatively high.

2.8 Pay Satisfaction

It is common when workers are happy with the amount of money they are being paid, they are more likely to remain loyal to their current employer, demonstrate higher levels of productivity and have a higher level of overall job satisfaction (Taweewattanakunanon, & Darawong, 2022). On the other hand, if employees are unhappy with the pay they receive, they will experience a lower level of job satisfaction, perform poorly and more likely to leave the organization (Avgoustaki & Frankort, 2022).

Kanchana and Jayathilaka, (2023) summarized that an employee's contentment with their pay is a significant predictor of whether they will leave their current position. When workers are pleased with the amount of money they are being paid, they are more likely to remain employed by the same company, which results in a lower employee turnover rate. On the other hand, if workers are unhappy with their pay, they are more likely to quit their jobs, which results in a higher rate of employee turnover.

Pay satisfaction is a crucial factor that determines turnover intention among academicians in private colleges. Offering competitive salaries and comprehensive benefits packages, ensuring pay equity and prioritizing employee satisfaction is essential for retaining faculty. Regular salary reviews, transparent pay structures and performance-based incentives can help achieve pay satisfaction. Other factors such as workload, work-life balance, opportunities for professional development and advancement and institutional culture can also influence pay satisfaction (Hosek et al., 2023). Private colleges that prioritize employee satisfaction and well-being can foster a positive work environment, attract and retain the best academic talent within the organization.

Indeed, pay satisfaction is a critical determinant of academic staff retention in private learning institutions (Kim et al., 2023). When academic staff members feel their pay is fair and commensurate with their qualifications and contributions, they are more likely to be satisfied with their jobs and stay in their positions. Therefore, private learning institutions should strive to provide competitive compensation packages, prioritize pay equity and focus on employee satisfaction to retain their faculty, to foster an excellent culture and to attract the best academic talent.

2.9 Polychronicity

People with polychronicity prefer to work on multiple tasks simultaneously and view time as flexible and less structured (Amoah, Gyamfi & Mensah, 2023). Polychronicity reflects a person's preference for multitasking and handling multiple tasks simultaneously (Zhang et al., 2023). This study examines the concept of polychronicity and polychronic culture among academicians as the nature of their work necessitates

multitasking, managing multiple projects simultaneously and juggling multiple responsibilities (Dunbar et al., 2023). As a result, the academic world is frequently marked by polychronicity.

Academics' polychronicity is observable (R'boul & Saidi, 2023). For instance, a professor may simultaneously work on multiple research projects and teach multiple courses. In addition, they may participate in conferences, seminars and workshops, mark and grade examination papers and mentor students. These responsibilities necessitate time management, prioritization, and multitasking abilities.

Additionally, academics are known for their flexible work schedules. For example, a professor's teaching schedule may be structured around a few hours per week, while the remainder of their time is frequently reserved for research, administrative work and other professional responsibilities.

Adapting to the ever-changing demands of academia requires polychronicity (Butt & Warraich, 2023). The ability to juggle multiple tasks simultaneously is crucial for efficient time management, particularly in contexts whereby numerous projects, courses, and responsibilities must be attended to. Academics who exhibit polychronicity can better juggle multiple responsibilities and shift focus as needed, ultimately leading to more efficient work (Twaissi et al., 2022).

It is also crucial in the academic world to effectively manage multiple responsibilities. Research, teaching, administration and other professional duties pile up quickly on academics who are not adept at multitasking (Brewer, 2019). Academics who

exhibit polychronicity are better able to juggle multiple tasks without compromising the standard of their work. So, being able to switch gears effectively between multiple tasks at once is essential for achieving success in workplace.

Polychronicity is prevalent in academic institutions, particularly in non-Western cultures (Nguyen, & Van, 2022). In these cultures, time is perceived as less structured, while social relationships and personal interactions are prioritized over strict schedule adherence. In many Asian cultures, for instance, punctuality is not as highly regarded as in Western cultures. As a result, meetings and appointments may begin later than planned and interruptions are frequently regarded as common in communication.

Polychronicity can manifest itself in a variety of ways in the academia. For example, meetings may be interrupted by unrelated conversations or tardy attendees. Academic discussions may cover multiple topics simultaneously and debates can be animated and passionate (Ternan, 2023). All these actions illustrate the polychronicity nature of academic culture.

Kong et al., (2023) stated that academic field may experience both positive and negative effects as a direct result of polychronicity. Although it has the potential to boost productivity, creativity and teamwork, it may also result in a decreased ability to concentrate and overlook details, as well as an increase in stress and feelings of exhaustion (Pindek et al., 2022). it also has the potential to have some unfavorable effects, particularly regarding the intention of academics to leave their current positions (Xiaolong et al., 2023). In the first place, engaging in polychronicity can result in feelings of stress and exhaustion. When academics are juggling multiple tasks or

projects simultaneously, they may need more time or mental space to finish each task to the best of their abilities because they are juggling multiple tasks or projects simultaneously. It can result in work of a lower quality than expected, which can lead to negative feedback from colleagues and supervisors (Wang et al., 2021) ultimately resulting in reduced job satisfaction for the individual (Zhijie et al., 2022).

In addition, engaging in polychronicity can cause imbalance to employees' professional and personal life (Twaissi, et.al., 2022). Academicians constantly working on multiple tasks and projects may struggle to strike a balance between their work and personal life, which may result in increased levels of stress and poor quality of life. It may ultimately result in employees' desire to leave their current position, in search of an alternative employment that provides a better work-life balance.

Polychronicity can lead to lack of concentration, causing poor job performance (Xiaolong et al., 2023). Academicians constantly juggling multiple tasks may need to dedicate more time and attention to each individual task, which may result in work of compromised quality. This leads to negative feedback from colleagues and supervisors, and ultimately reduce employees' job satisfaction and desire to leave the organization.

According to Comăniță et al., (2022), burnout is one of the potential adverse effects of engaging in polychronicity. If not managed correctly, juggling multiple tasks at once can be mentally challenging, leading to burnout. It can also result in low job satisfaction level and an increase in intention to look for new employment (Danku, 2022).

Besides that, polychronicity can harm relationships with coworkers and superiors. It

may be difficult for academicians to constantly juggle multiple tasks to maintain effective communication and collaboration with their colleagues. Thus, it can result in misunderstandings, disagreements and a decline in job satisfaction; all of which can contribute to an employee's intention to leave the current position.

2.10 Workload

Workload had been extensively studied in the field of organizational psychology and management, focusing on its impact on employee well-being, job satisfaction and performance. Workload refers to volume, intensity and complexity of tasks and responsibilities assigned to an individual within a specific timeframe.

Numerous studies have explored the effects of workload on various aspects of employee outcomes. High workload levels have been consistently linked to increased stress, burnout and decreased job satisfaction (Pamungkas et al., 2023). When employees face excessive work demands and timeline pressures, they may experience physical and mental strain, leading to negative effects on their overall well-being and job attitudes.

Workload also has implications for employee performance. While some research suggests that moderate levels of workload can enhance motivation and productivity (Abedini et al., 2019), excessively high workloads can lead to reduced task performance and impaired decision-making abilities (Abdullah & Halik, 2023). The cognitive overload associated with heavy workloads can negatively affect concentration, focus and problem-solving skills, ultimately impacting the quality and efficiency of work outcomes.

Furthermore, workload has been found to influence work-life balance and employee engagement. When individuals are faced with overwhelming work demands, they may struggle to manage their personal responsibilities and commitments, leading to conflict and dissatisfactions (Abedini et al., 2019). This imbalance can further lead to job dissatisfaction and increased turnover intentions.

The role of organizational factors such as leadership and organizational support in mitigating the negative effects of workload has also been reviewed. Supportive leadership and organizational practices such as providing resources, training and implementation of flexible work arrangements can help employees cope with high workloads and enhance their job satisfaction and well-being (Abdullah & Halik, 2023).

On overall, the literature suggests that workload is a critical factor influencing employee well-being, job satisfaction and performance. Organizations need to consider fair and optimal distribution of tasks, provide adequate resources and implement supportive policies to manage and mitigate the negative effects of workload on employees. By ensuring a balanced workload and supporting employees in managing their work-related demands, organizations can promote employee well-being, job satisfaction and organizational performance.

2.11 Proposed Conceptual Framework

As per discussed in the literature review, a framework that reflects the main concepts of this study was developed. A total of four (4) constructs were involved in development of this conceptual framework, which includes turnover intention, pay

satisfaction, polychronicity and workload.

Turnover intention is the dependent variable in this framework. Turnover rate measures how often employees leave an organization and is shown as a percentage of the total workforce. Industries with low pay, poor working conditions and limited career advancement opportunities tend to have higher turnover rates (Jahan et al., 2023)., while those with higher pay, better benefits and career advancement opportunities tend to have lower turnover rates. This applies to education sector as well.

Pay satisfaction is one of the three independent variables in this conceptual framework. According to research findings, pay satisfaction refers to how satisfied an employee is with their total compensation package, including salary and benefits (Alvanoudi et al., 2023).

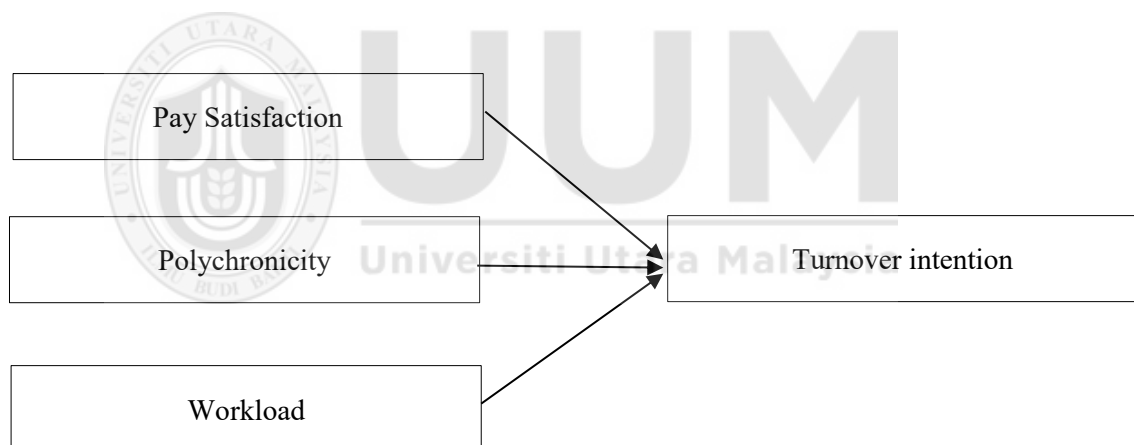
According to Alawi et al., (2023) several factors have significant positive relationships with turnover intention. This includes polychronicity (tendency to multitask), job autonomy, perceived workload, work-family conflict and high work demand. When human resource managers design job roles for employees, they should pay careful attention to the behavioral aspects of these roles. It is essential to consider not only the inherent characteristics of the job itself but also individual traits of employees. The most favorable outcome, particularly in terms of job satisfaction, can be achieved when there is a harmonious alignment between job characteristics, such as those offering skill variety, and the personal values and attributes of the employees, including factors like polychronicity. In essence, a well-matched fit between job roles and individual values can result in the optimal work experience and job satisfaction for employees (Kumar et

al., 2023).

Workload refers to the amount and complexity of work that is expected to be completed by an employee in each time period (Rahmawati et al., 2022). A manageable but not too light workload can contribute to job satisfaction and overall well-being (Werdecker, & Esch, 2021), whereas a heavy workload can lead to stress, burnout and lower levels of productivity (Spagnoli, Haynes, Kovalchuk, Clark, Buono, & Balducci, 2020). Figure 2.1 depicts the proposed conceptual framework of the study.

Figure 2.1

The Proposed Conceptual Framework



2.12 The Development of Hypotheses

The following sub-parts explanation for each of the hypotheses as mentioned earlier.

Each of the assumptions illustrated in Figure 2.1 given;

2.12.1 Pay Satisfaction and Turnover Intention

Research has shown that academic staff members satisfaction with their pay is a

significant predictor of their intention to leave their current position (Tyagi et al., 2023). When academic staff are pleased with their pay, there is a decreased likelihood that they will consider leaving their positions. This is because job satisfaction is linked to lower intentions of employee turnover. Besides, pay satisfaction is also linked to job satisfaction. It is more likely that academic staff who are happy with their pay will feel valued and appreciated, which can lead to higher levels of job satisfaction and lower levels of intention to leave current position in the organization (Memon et al., 2020). On the other hand, academic staff who are dissatisfied with their pay are more likely to have intentions of leaving their positions. This is because dissatisfaction with pay can lead to feelings of being undervalued or unappreciated (Memon et al., 2020).

If academicians believe that they are not being compensated fairly for their work, they may experience a decrease in motivation and engagement, which may lead to an increase in likelihood of leaving their current position. In order for organization to keep their best academicians, it is essential to have an understanding of the association between academicians' pay satisfaction level and their intention to leave current job. Nevertheless, employers have options available to them to improve employee satisfaction with their pay, including conducting regular salary reviews, providing competitive benefits packages and offering performance-based bonuses (Aziz et al., 2021). Employers can the likelihood that valuable employees will leave their employment by taking steps to increase job satisfaction among employees.

H1: Pay satisfaction has a significant and negative relationship towards turnover intention

2.12.2 Polychronicity and Turnover Intention

According to findings of several studies, polychronicity may have a constructive

influence on intention of academic staff members to leave their positions (Dawson et al., 2023). Because of this, academic staff who demonstrate polychronicity may be more prone to consider quitting their current posts and looking for employment elsewhere (van Eerde & Azar, 2019). It is possible that the high level of multitasking in polychronicity create feelings of stress and burnout among academic staff, increasing their desire to look for positions that are less demanding (Andriani et al., 2021). Also, academic staff members who are continually juggling many jobs may have the perception that they are unable to give their fullest concentration on any one assignment (Rockman et al., 2022). This perception can lead to feelings of discontent and disengagement with the work that they do, increasing their intention to leave the organization.

H2: Polychronicity has a significant and positive relationship with turnover intention

2.12.3 Workload and Turnover Intention

Workload of academic staff in private colleges can have a significant impact on job satisfaction and intention to leave (Anees, Heidler, Cavaliere & Nordin, 2021). High workloads can lead to stress and burnout, which increases the likelihood that academic staff will consider leaving their positions (Harju et al., 2021). This can lead to increased faculty turnover and difficulty in retaining talented faculty members. In private colleges, academic staff members are made responsible for a variety of duties, including teaching, research, administrative responsibilities and community service. When employees have the rights to obtain a manageable workload, they are more likely to have a healthy work-life balance and be satisfied with their jobs (Charoensukmongkol & Puyod, 2021). On the other hand, when they are overburdened with work, they may experience frustration, stress, and overwork, which can result in

decreased job satisfaction and increased intention to leave (Anees et al., 2021).

In addition to a heavy workload, the nature of academic work itself can be demanding and time-consuming (Hernaus, & Černe, 2021). In addition to teaching and administrative duties, academic staff members may be required to publish research papers, attend conferences, and mentor students. When the workload is excessive, it can be difficult to balance these responsibilities, thus creating negative effects on job satisfaction and intention to leave (Janib et al., 2021).

H3: Workload has a significant and positive relationship with turnover intention

2.13 Summary

This chapter provides a comprehensive review of literature pertaining to variables of the proposed framework (pay satisfaction, polychronicity, workload and turnover intention) and also their inter-relationships. Literature suggests that pay satisfaction, polychronicity and workload are important factors that impact turnover intention among academic staff. By examining the relationships between pay satisfaction, polychronicity and workload, it is possible to gain insight into the underlying factors that influence academic staff turnover intention. For this, three hypotheses were developed based on the theoretical framework to test the relationships between.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains methodology used to conduct the undertaken study. This includes the research design, research population and sampling, instrument development, questionnaire design, and data collection procedures.

3.1 Research Design

Research design is a crucial aspect of research methodology as it guides the selection of methods and techniques for data gathering and analysis (Mardani et al., 2019). In this study, the primary objective is to examine the influence of pay satisfaction, workload, and polychronicity on intention to quit among academicians. In order to achieve this objective, a correlational study design was adopted to explore the relationships between the study variables.

A correlational study design is appropriate to examine associations between variables without manipulating them (Seeram, 2019). By using this design, the researcher would be able to analyze the nature and strength of relationships between pay satisfaction, polychronicity and workload, and intention to quit among academicians.

Quantitative research methods were employed in this study, whereby a questionnaire survey was used as the primary instrument to gather data. The questionnaire allowed for

standardized data collection and facilitated statistical analysis. Data collected from respondents was analyzed using SPSS version 27 through application of appropriate statistical techniques.

A field survey approach was employed to collect cross-sectional quantitative data. Field surveys are known for their lower potential for bias as compared to other data collection methods (McDonald et al., 2014). This approach involved administering questionnaire to a sample of academicians, with an aim to collect data from many different individuals at a single point of time. This is different from time series approach whereby data is collected on same variable over a period of time.

By employing this research design and methodology, the researcher aims to investigate relationships between pay satisfaction, polychronicity, workload, and intention to quit among academicians. It is expected that statistical analysis of collected data will provide insights into the proposed hypotheses and contribute to the existing body of knowledge in this area.

3.2 Population and sampling

According to Babbie (2016), research population refers to a group of people who share certain characteristics and are relevant to the study. In this regard, the research population of this study includes lecturers working in private higher learning institutions. As there is more than 600 private colleges and universities in Malaysia, it was necessary to reduce the scope of population being studied. Hence, the researcher confined the population to be studied to those of Selangor. Selangor has an area of reasonable size and is accessible to

the researcher thus became primary focus of the study.

In order to obtain necessary data, the researcher targeted about 500 respondents from different private higher learning institution. Referring to Krejcie and Morgan (1970), minimum sample size of 370 respondents was required for this study. This was to ensure that sample would be representative of the population and also to obtain a diverse range of perspectives from different companies. Sampling is an essential part of research methodology, as it is impossible to study every member of the population when the population is large. Sampling allows researcher to obtain reliable and accurate data within a manageable time frame.

Size of sample depends on various factors, such as time constraints of the study, availability of resources, and desired level of precision. Estimation of sample size provides sufficient precision to the study while minimizing resources required for data collection. This approach also helps to ensure that data collected is relevant and applicable to research questions of a study. On overall, selecting an appropriate sample size is essential to strike a balance between precision and practicality.

A sampling frame was used to list all elements of the population before sample selection. There are several different sampling techniques to, help researchers in selecting respondents based on certain predetermined criteria. Some of the probability samplings techniques include systematic sampling, cluster sampling, simple random sampling and stratified sampling, while for non-probability sampling, some of the most commonly used techniques are convenient sampling, quota sampling and judgmental sampling.

In this study, convenient sampling was used to select the respondents. This method was adopted due to the convenience that it holds for the researcher in selecting samples. For this method of sampling, sample includes any of the academicians working in private higher learning institution that the researcher was able to reach out in a short period of time which. A questionnaire was developed using Google Forms and the link was shared to potential respondents via WhatsApp and Facebook. In order to reach higher accuracy, samples were selected based on their working experience or preferably if they are working for a company that has implemented digitalization in their work process.

3.3 Instrument Development

3.4.1 Dependent variable – Turnover Intention

The main focus of this research is turnover intention, which serves as the dependent variable. As articulated by Mobley (1979), turnover intention refers to an employee's inclination to depart from their current organization within the foreseeable future. The measurement framework employed for assessing turnover intention in this study was developed by Rathakrishnan, Imm & Kok(2016), as cited in the work of O'Brien et al., (2022). Items adopted from this measurement tool include statements such as 'I would prefer another more ideal job than the one I now work', 'I seriously intend to look for another job within the next year ', and 'I have thought seriously about changing organization since I began working here', as per shown by Table 3.1

Table 3.1*Measurement of Turnover Intention*

Variable	Operational Definition	Items
Turnover Intention	An employee's thoughts and feelings about leaving their current job and seeking new opportunities elsewhere.	• I would prefer another more ideal job than the one I now work. • I have thought seriously about changing organization since I began working here. • I hope to be working for this organization until I retire® • I seriously intend to look for another job within the next year

3.4.2 Independent Variable 1 – Pay Satisfaction

For independent variable ‘pay satisfaction’, a total of five (5) items were adopted from the study of Williams et al., (2008). The items are listed in Table 3.2

Table 3.2*Measurement of Pay Satisfaction*

Variable	Operational Definition	Items
Pay Satisfaction	Measuring the extent to which individuals perceive their pay as fair and adequate in relation to their job responsibilities, performance, and industry standards.	▪ I am satisfied with my take- home pay. ▪ I am satisfied with most recent raise ▪ I am satisfied with my current pay. ▪ I am satisfied with my overall level of pay. ▪ I am satisfied with size of my current salary. ▪ I am satisfied with my benefits package ▪ I am satisfied with amount the organization pays toward mybenefits ▪ I am satisfied with the value ofmy benefits ▪ I am satisfied with the number benefits I receive.

-
- I am satisfied with the organization's pay structure.
 - I am satisfied with the information the organization gives about pay issues of concern to me.
 - I am satisfied with the pay of other jobs in the organization®
 - I am satisfied with consistency of the organization's pay policies®
 - I am satisfied with the differences in pay among jobs in the organization®
 - I am satisfied with influence my supervisor has on my pay®
 - I am satisfied with the raises I have typically received in the past.
 - I am satisfied with how my raises are determined.
-

3.4.3 Independent Variable 2— Polychronicity

Polychronicity, alternatively referred to as a polychronic time orientation, refers to a cultural or individual perspective on management and arrangement of time. It presents a contrasting perspective to a monochronic temporal orientation, which is distinguished by a sequential, singular-task focus. Individuals with a polychronic time orientation exhibit a greater propensity for engaging in concurrent handling of numerous tasks or events, while displaying a reduced emphasis on adhering strictly to a predetermined schedule. This variable encompasses five items which were adapted from the work of Asghar et al., (2020), as per shown by Table 3.3

Table 3.3*Measurement of Polychronicity*

Variable	Operational Definition	Items
Polychronicity	Tendency of individuals to engage in multiple activities simultaneously, rather than focusing on one task at a time.	• I like to juggle several activities at the same time • I would rather complete an entire project everyday than complete parts of several projects. • I believe people should try to do many things at once. • I prefer to do one thing at a time ® • I believe people do their best work when they have many tasks to complete. • I believe it is best to complete one task before starting another. ® • I would rather complete parts of several projects every day than complete an entire project. • It is hard for me to start something new, if there are other things I have not finished. ® • When I have several things to do, I prefer to spend a little bit of time on each moving back and forth from one thing to the other. • I find it difficult to switch gears from one task to another

3.4.4 Independent Variable 3- Workload

There were five (5) items to measure this independent variable, adopted from the study of Essien, Ariyo, Olayinka-Aliu and Essien (2023). The items were shown by Table 3.4.

Table 3.4

Measurement of Workload

Variable	Operational Definition	Items
Workload	Amount of work that academicians must do as part of their job. A high academic workload can be challenging and time-consuming.	• I have an excessive work load. • There is not sufficient manpower to perform the required task. • I am required to attend too many meetings. • My job places a great number of conflicting demands upon me. • I have difficulty meeting performance standards®

3.5 Response format

Utilization of questionnaire in this research allows for effective and efficient collection of responses from respondents.

A 5-point Likert scale is used to 334 respondents' answers to the items. The Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree), offering a range of options for respondents to indicate their level of agreement or disagreement with statements of the items. This scale provides a detailed understanding of respondents' attitudes or opinions.

The 5-point Likert scale is a commonly used tool in research and surveys due to its effectiveness in measuring the degree of agreement or disagreement and intensity of responses. Besides providing meaningful differentiation for the responses, Likert scale is also easy to understand and convenient to analyze. The scale allows for nuanced insights into participants' attitudes and opinions, facilitating a comprehensive understanding of their perspectives.

On overall, utilization of a 5-point Likert scale for questionnaire employed in this study provides a structured and reliable measurement to evaluate respondents' attitudes and opinions towards the different variables. It allows for an unbiased assessment and enables researcher to gather adequate data for analysis and interpretation.

3.6 Questionnaire design

The questionnaire was prepared based on close-ended items that were grouped in five (5) sections. For each item, respondents were required to choose one of the responses on Likert scale that best reflects their viewpoint.

The responses on a 5-point Likert scale is indicated as 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly agree

Section 1: Demographic Profile:

For this section, respondents were asked to provide their demographic information including age, gender, educational background, years of experience, job position, and any other relevant factors that may be specific to the research study. The purpose of gathering this information was to understand the characteristics of research sample and to analyze any potential variations or trends within the sample. This may involve selecting suitable answer from multiple options, providing numerical values or text-based answers.

Information collected is used for descriptive purposes and to ensure the sample represents a diverse range of respondents. Demographic profiling allows researchers to analyze data based on different characteristics of the respondents and explore potential relationships or

differences within subgroups. It helps in interpreting findings of the study and generalizing the results to target population

Section 2: Pay Satisfaction (Independent Variable)

In this section, participants were asked to evaluate their level of pay satisfaction. The item statements are primarily focused on perceived amount of pay in relation to respondents' work and satisfaction with the compensation. The measurement items for this independent variable, were adapted from Mahdavi, Valibeygi, Moradi, & Sadeghi (2023).

Cronbach's alpha values obtained for the 17 items measuring pay satisfaction ranged from 0.81 to 0.95. These alpha values indicate a high level of internal consistency for the scale. Internal consistency refers to the extent to which items in a scale measure the same underlying construct and are correlated with each other. In this case, the high Cronbach's alpha values suggest that the items measuring pay satisfaction are reliable and consistent.

A Cronbach's alpha value of 0.81 to 0.95 is considered quite high and indicates a strong level of internal consistency. This suggests that the measurement items for pay satisfaction scale are able to provide reliable assessments of respondents' satisfaction with their pay.

Section 3: Polychronicity (Independent Variable)

Referring to Asghar et al., (2020), Cronbach's alpha coefficient for the polychronicity scale was found to be 0.79. This indicates a satisfactory level of internal consistency within measurement items used to assess academicians' engagement in polychronicity.

A Cronbach's alpha value of 0.79 suggests that the items under polychronicity scale are positively correlated with each other and measure underlying constructs effectively. This indicates that the scale has good internal reliability in measuring respondents' engagement in multitasking and handling multiple tasks simultaneously.

It is important to note that a Cronbach's alpha value of 0.70 or higher is generally considered acceptable for research purposes, indicating a reliable measure. Therefore, the Cronbach's alpha coefficient of 0.79 obtained in this study provides better confidence on reliability of polychronicity scale.

Section 4: Workload (Independent Variable)

In this section, the researcher is examining workload and its impact on employees. Measurement items for workload variable was adapted from a study conducted by Essien, Ariyo, Olayinka-Aliu, and Essien (2023). The Cronbach's alpha values obtained for workload ranged from 0.67 to 0.71. It is important to note that Cronbach's alpha values obtained within this range indicate an acceptable level of internal consistency for exploratory purposes. While higher alpha values (typically above 0.70) are desired for established scales, lower values can still be informative in the initial stages of research or when exploring new constructs.

In the context of this study, Cronbach's alpha values obtained for workload variable suggests that items demonstrated an acceptable level of reliability for exploring the impact of workload on employees. However, further research is needed to confirm and validate the measurement scale and its reliability in different contexts or with larger sample sizes.

Section 5: Turnover Intention (Dependent Variable)

This section includes items that explore employees' thoughts and feelings about leaving their current job and seeking new opportunities elsewhere. The measurement framework employed for assessing turnover intention was developed by Rathakrishnan, Imm, & Kok (2016) as referenced in the work of O'Brien et al., (2022). Notably, the internal consistency of this measurement instrument in the current study is robust, with a reliability coefficient of 0.93.

3.7 Data Collection Procedures

Data collection is a fundamental step in the research process, integral to answering research questions and testing hypotheses. The procedures for data collection are diverse, contingent upon research methodology and data requirements. It all starts with a clear definition of research objectives, which sets the foundation for the entire process stated Zikmund, Babin, Carr, and Griffin, (2012). Researchers then identify appropriate data sources, which can range from surveys and interviews to observations, existing databases, documents, or sensor data, contingent upon research goals and data availability.

The researcher's data collection methodology was centered around the use of Google Forms for questionnaire development and administration, with a specific focus on the advantages and practicality it offered. This approach was chosen to efficiently gather responses from a broad range of respondents through the convenience of online sampling. Google Forms, a versatile online survey tool, played a pivotal role in crafting the questionnaire. This digital platform provided the researcher with the flexibility to design a tailored questionnaire

encompassing various question types. It included multiple-choice questions, open-text responses, and Likert scale items, accommodating the diverse research needs.

The distribution strategy was particularly notable. Leveraging popular social media platforms such as WhatsApp and Facebook, the researcher tapped into the extensive reach and accessibility these platforms offer. This approach, often referred to as convenient sampling, allowed respondents to engage with the questionnaire at their own convenience as asserted by Srivastav et al. (2021). While convenient sampling might not guarantee a fully representative sample, it was a pragmatic choice for gathering data when it's challenging to access a specific target population or when resources are limited. The data collection phase spanned a four-week period, commencing in February 2023 and concluding in August 2023. This time frame provided ample opportunity to accumulate responses without undue haste. However, it's important to be mindful of potential factors like seasonality or external events that could influence respondent behavior over such a duration.

Google Forms excelled in automated data aggregation, eliminating the need for manual data entry. This automation not only saved time but also bolstered data accuracy by reducing the risk of transcription errors (Nirode, 2018). The seamless integration with Excel Worksheets further streamlined data extraction and initial analysis, simplifying the researcher's task in managing and preparing the data for deeper scrutiny. The choice to utilize Google Forms for questionnaire development and administration was rooted in several key advantages. It notably contrasted with traditional paper-based questionnaires, which often necessitate laborious manual processing and can be time-consuming for both respondents and researchers.

Google forms proved to be efficient and user-friendly, accommodating the needs of both parties involved. Respondents found it convenient to access and complete the questionnaire at their convenience, enhancing participation rates. Moreover, its automated response handling capabilities facilitated ease of use and data management.

In summary, the adoption of Google Forms for online questionnaire development and administration was marked by its practicality, time-efficiency, and user-friendly interface. This approach proved beneficial not only for the researcher in terms of data collection and management but also for the respondents who could engage with the survey effortlessly. However, it's essential to acknowledge the limitations associated with convenient sampling and consider potential biases when interpreting the research findings. Additionally, data security and privacy should be rigorously addressed when collecting data through online platforms to ensure ethical research practices.

3.8 Statistical Analysis Procedures

Data was collected and subsequently subjected to analysis using SPSS version 27. SPSS is a widely used statistical software that facilitates analysis of data by generating statistical outputs. Utilization of SPSS software facilitates production of a variety of analytical outputs, thereby enabling transformation of raw data into valuable insights.

3.8.1 Descriptive analysis

A descriptive analysis is carried out in order to describe characteristics of samples in accordance to their demographic information. Some of the aspects that were included in

demographics were gender, age, educational level, monthly income, occupational status, and their opinion regarding turnover intention, workload, pay satisfaction and polychronicity.

3.8.2 Pilot Test

Data was tested for reliability using Cronbach Alpha value. Higher levels of reliability are indicated by Cronbach Alpha values closer to 1. Values below 0.6 indicates low reliability of data while values above 0.7 and 0.8 are considered satisfactory and good, respectively.

Reliability test is generally conducted to assess the consistency and accuracy of data. Following the framework outlined by Sekaran (2013), Cronbach's Alpha analysis was employed to gauge the data's accuracy. This statistical measure is particularly adept at evaluating internal consistency and reliability, with higher values closer to 1 indicating stronger reliability.

Cronbach's Alpha assessment works effectively within the context of range scales, thereby offering a reliable and accurate means of evaluating data consistency and dependability. According to Sekaran (2013), interpretation of Coefficient Alpha (α) values is as per shown by Table 3.5.

Table 3.5*Coefficient Alpha (α) Scales*

Range in Scales	Consistency/ Reliability
0.80-0.99:	Very Good
0.70-0.80:	Good
0.60-0.70:	Fair
0.60 and below:	Poor

Table 3.6*Reliability Analysis of Independent & Dependent Variable*

Variables	No of items	Cronbach's Alpha
Pay Satisfactions	17	0.986
Polychronicity	10	0.997
Workload	5	0.837
Turnover Intention	4	0.999

Table 3.6 is a measure of internal consistency that indicates how closely connected a group of items is. It has a scale of 0 to 1, with higher numbers signifying greater dependability. On the table, the finding is pay satisfaction of the Cronbach's Alpha for the 17 pay satisfaction items is 0.986. This is a very high rating, indicating a high degree of internal consistency among the pay satisfaction items. The Cronbach's Alpha for the ten items assessing polychronicity is 0.997. Again, this is a very high number, indicating that the items assessing polychronicity have good internal consistency.

Cronbach's Alpha for the five elements assessing workload is 0.837. While still high, it is not as close to one as the other variables. It implies that the items measuring workload may have slightly reduced internal consistency. Cronbach's Alpha for the four items that measure

turnover intention is 0.999. This is a very high number, indicating that the components measuring turnover intention have very great internal consistency. In conclusion, the Cronbach's Alpha values in your table indicate that the items used to measure pay satisfaction, polychronicity, and turnover intention have extremely high internal consistency, whilst workload has a somewhat lower but still acceptable level of internal consistency.

3.8.3 Pearson Correlation Analysis

Significance of relationship between dependent and independent variables can be determined through Pearson Correlation analysis. The correlation analysis is a useful tool to measure the degree to which the variables are correlated by looking at the r value. Typically, r -value can take on any value between -1 and +1, with figures closer to -1 indicating a negative relationship and figures closer to +1 indicating a positive relationship.

3.8.5 Multiple Regression Modelling

Multiple regression allows researchers to investigate and quantify relationships between a dependent variable (the outcome of interest) and multiple independent variables (predictors or factors). This is particularly useful when studying complex phenomena influenced by several factors. Moreover, allows to test hypotheses about the relationships between variables. By conducting hypothesis tests, its help to determine whether specific independent variables have statistically significant effects on the dependent variable, helping to confirm or reject research hypotheses.

3.9 Chapter summary

This chapter provides a comprehensive overview of the methodology employed in the research, which includes the study design, population and sample selection, questionnaire design, data collection procedures, and statistical analysis techniques. Understanding the types of questionnaire design and analysis procedures is particularly important in the discussion of hypothesis testing. In the next chapter, the collected data will be subjected to various analytical techniques in order to describe the relationship between dependent and independent variables.



CHAPTER FOUR

DATA ANALYSIS RESULTS AND FINDINGS

4.0 Introduction

This chapter provides an in-depth explanation of results and findings of the study. The outcome from statistical analysis of data is carefully interpreted and subsequently discussed in detail throughout this chapter.

4.1 Preparation of Data

A total of 391 questionnaires were distributed to respondents based in Selangor, Malaysia. Out of these, approximately 334 completed questionnaires were successfully recollected from respondents, yielding a response rate of 90.7%. Overview of the collected dataset is presented by Table 4.1.,

Table 4.1

Field Data Collected

	Number	Percentage	
Data collected	334	90.7%	
Unusable data	0		-
Usable data	334	100%	

4.2 Background of Respondents

Frequency distributions and percentages for the demographic profile of respondents was determined using SPSS 23.0. Table 4.2 offer valuable insights into the composition of the survey participants in terms of gender, age, nationality, academic qualifications, years of experience with the organization, positions held, and employment types. These demographic

and professional characteristics are essential for understanding the profile of the surveyed population and can be used for further analysis and decision-making.

Table 4.2

Demographic Profile

1. Gender		Frequency	Percent	Cumulative Percent
Valid	Female	231	69.2	69.2
	Male	103	30.8	100
	Total	334	100	
2. Age		Frequency	Percent	Cumulative Percent
Valid	21 - 29	24	7.2	7.2
	30 - 39	116	34.7	41.9
	40 - 49	137	41	82.9
	50 Years and above	57	17.1	100
	Total	334	100	
3. Nationality		Frequency	Percent	Cumulative Percent
Valid	Malaysian	331	99.1	99.1
	Non-Malaysian	3	0.9	100
	Total	334	100	
4. Highest academic qualification:		Frequency	Percent	Cumulative Percent
Valid	Degree	93	27.8	27.8
	Diploma	77	23.1	50.9
	Masters	141	42.2	93.1
	PhD	23	6.9	100
	Total	334	100	
5. Number of Years with the Organization		Frequency	Percent	Cumulative Percent
Valid	0 - 5 Years	107	32	32
	11 - 15 Years	66	19.8	51.8
	16 - 20 Years	24	7.2	59

	6 - 10 Years	89	26.6	85.6
	Above 20 Years	48	14.4	100
	Total	334	100	
6. Position		Frequency	Percent	Cumulative Percent
Valid	Associate of Professor	6	1.8	1.8
	Lecturer	99	29.6	31.4
	Others, please specify	181	54.2	85.6
	Professor	6	1.8	87.4
	Senior Lecturer	42	12.6	100
	Total	334	100	
7. Type of Employment		Frequency	Percent	Cumulative Percent
Valid	Contract	56	16.8	16.8
	Others, please specify	21	6.3	23.1
	Permanent	257	76.9	100
	Total	334	100	

Table 4.2 provides valuable insights into the gender distribution within the surveyed sample. Out of the 334 individuals surveyed, a significant majority, comprising 69.2%, identify as female, totaling 231 respondents. In contrast, 30.8% of the sample, equivalent to 103 individuals, identify as male. This gender breakdown is essential for gaining an understanding of the gender representation in the study, which is significant for analyzing trends or patterns based on gender.

Respondents are divided into various age groups according to the "Age" section. It shows that 41% of the sample as a whole, or most responders, are between the ages of 40 and 49. This implies that a sizable percentage of the group polled is in the middle of their careers. At

34.7% of the sample, the second-largest group is comprised of people in the 30-39 age range.

The table in the "Nationality" section shows the respondents' distribution of nationalities. Out of the 331 persons in the study, 99.1% identified as Malaysian natives. A tiny minority—three people, or 0.9% of the sample—identify as non-Malaysians. This distribution highlights the sample's nationality homogeneity, which may be relevant for contextual analysis.

The greatest level of education attained by the respondents is the subject of the section on their academic qualifications. Remarkably, 141 people, or 42.2% of the sample, are master's degree holders. In the meantime, 93 people, or 27.8% of the sample, have bachelor's degrees, 77 people, or 23.1%, have diplomas, and 23 people, or 6.9%, have PhDs. Comprehending the educational history of the sample is vital in evaluating the credentials and proficiency of the surveyed population.

Respondents are categorised in the "Number of Years with the Organisation" section according to how long they have worked for the company. Three-quarters of the sample, or 107 people, had worked for the company for one to five years. Of the total, 89 people fall into the 6–10 years age group, making up 26.6%, while 66 people fall into the 11–15 years age group, making up 19.8%. Furthermore, 14.4% (48 people) have worked for the organisation for more than 20 years, while 7.2% (24 people) have been there for 16 to 20 years. This distribution provides information about the experience levels of the workforce.

Respondents are grouped according to their work titles in the company in the "Position" section. Remarkably, the vast majority of the sample, or 181 people, or 54.2%, fit into the

category "Others, please specify," suggesting a variety of roles within the company.

The last segment of the table classifies participants based on their job titles inside the company. 56 people, or 16.8% of the sample, are contract workers, and 21 people, or 6.3% of the sample, fall into the "Others, please specify" group. 769 out of 257 respondents, or the majority, are employed permanently. Analyzing job security and contractual agreements requires an understanding of the various employment kinds inside the company.

All things considered, Table 4.2 provides an extensive dissection of the sample's occupational characteristics, educational background, and demographics, among other things. This makes it an invaluable starting point for comprehending the makeup and diversity of the subject group under study.

4.2 Reliability Analysis

Cronbach's Alpha value was used to determine the reliability of the questionnaire. The Cronbach Alpha coefficient, which ranges from 0 to 1, signifies overall accuracy of items of the questionnaire in measuring both dependent and independent variable(s) of the study. Results for reliability analysis for the five variables of this study is presented by Table 4.3. The questionnaire contained reverse-coded items; which includes one item on 'intention to leave', three items on 'pay satisfaction', three items on 'polychronicity' and one item on 'workload'. Reliability analysis was conducted for these items upon recoding. It was shown that all the variables had Cronbach's Alpha values between 0.80 and 0.90, which indicated very good consistency of the items.

Table 4.3*Reliability Analysis of Variables*

Variables	No of items	Cronbach's Apha
Pay Satisfactions	17	0.988
Polychronicity	10	0.777
Workload	5	0.840
Intention to leave	4	0.999

4.3 Pearson Correlation Analysis

Table 4.3 represents the results for Pearson Correlation Analysis which was intended to examine relationships between the study variables (pay satisfaction, polychronicity, workload, and turnover intention). Pearson correlation coefficient measures the strength and direction of linear relationships between these variables. The coefficient ranges from -1 to 1, whereby 1 represents a perfect positive linear relationship, -1 represents a perfect negative linear relationship, and 0 signifies no linear relationship.

In this study, all variables showed correlation coefficients which were statistically significant, denoted by a significance level of 0.000. The Pearson correlation coefficient value obtained from pay satisfaction and polychronicity was 0.214, suggesting a significant, weak positive relationship between the two variables. The correlation for pay satisfaction and workload was -0.199, indicating a significant, weak negative relationship between the two variables. The correlation between pay satisfaction and turnover intention was recorded as -0.279, representing a somewhat stronger negative relationship between the variables. The

correlation between polychronicity and workload was 0.325, signifying a significant, moderate positive relationship. Similarly, a significant, moderate positive relationship was indicated between polychronicity and turnover intention with Pearson correlation coefficient value of 0.305. Additionally, a significant, strong positive relationship between workload and turnover intention was observed with correlation coefficient value of 0.524.

Table 4.4

Pearson Correlation Analysis

		PS	PC	WL	TI
Pay Satisfaction (PS)	Pearson Correlation	1	.214**	-.199**	-.279**
	Sig. (1-tailed)		.000	.000	.000
	N	334	334	334	334
Polychronicity (PC)	Pearson Correlation	.214**	1	.325**	.305**
	Sig. (1-tailed)	.000		.000	.000
	N	334	334	334	334
Workload (WL)	Pearson Correlation	-.199**	.325**	1	.524**
	Sig. (1-tailed)	.000	.000		.000
	N	334	334	334	334
Turnover Intention (TI)	Pearson Correlation	-.279**	.305**	.524**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	334	334	334	334

4.4 Multiple Regression Modelling

Table 4.5 represents the multiple regression model used to analyze how the independent variables of this study relates to the dependent variable. Based on the regression model, it was shown that only three independent variables of this study (pay satisfaction, polychronicity, workload) had significant influence on dependent variable (turnover intention). From the standardized coefficient values, workload was shown to be the most

important predictor of turnover intention.

Table 4.5

Results of Multiple Regression Modelling

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.287	0.214		6.009	0
1 Pay Satisfaction	-0.165	0.032	-0.248	-5.206	0
Polychronicity	0.271	0.059	0.227	4.609	0
Workload	0.37	0.045	0.401	8.155	0

Table 4.5 represents the results of a multiple regression model, a statistical method used to analyze how one or more independent variables relate to a dependent variable. In this table, we have a single model (Model 1), and the various statistics associated with this model are presented. The "Unstandardized Coefficients (B)" column lists the coefficients assigned to each independent variable in the regression model. These coefficients indicate the expected change in the dependent variable for a one-unit change in the respective independent variable while keeping other variables constant. In Model 1, the constant (intercept) is 1.287, and the coefficients are as follows: -0.165 for pay satisfaction, 0.271 for polychronicity, and 0.370 for workload.

The "Standardized Coefficients (Beta)" column provides standardized coefficients, which allow for the comparison of the strength and direction of the relationships between the independent variables and the dependent variable, regardless of the scales of the variables. In Model 1, the standardized coefficients are -0.248 for pay satisfaction (indicating a

moderate negative relationship), 0.227 for polychronicity (indicating a moderate positive relationship), and 0.401 for workload (indicating a relatively strong positive relationship).

The "t-values" column displays the t-values associated with each coefficient. These values measure the significance of each coefficient. a higher absolute t-value indicates greater significance. in model 1, the t-values are as follows: 6.009 for the constant, -5.206 for pay satisfaction, 4.609 for polychronicity, and 8.155 for workload. these t-values suggest the significance of the corresponding coefficients.

The "Sig. (Significance Level)" column provides the p-values associated with each coefficient. The p-value indicates the probability of observing a t-statistic as extreme as the one calculated if the null hypothesis (no effect of the independent variable) were true. Smaller p-values (typically less than 0.05) indicate greater significance. In Model 1, all variables have very low p-values (0.000), highlighting their high statistical significance. Table 5.2 offers insight into the relationships between the independent variables (pay satisfaction, polychronicity and workload) and the unspecified dependent variable. It provides information about the size and direction of the effects (unstandardized coefficients), the relative importance of each independent variable (standardized coefficients), and the statistical significance of these relationships (t-values and p-values). for model 1, it suggests that pay satisfaction, polychronicity and workload all have significant effects on the dependent variable, with workload having the most substantial impact.

4.4 Hypothesis Testing Results

4.4.1 Relationship between Pay Satisfaction and Turnover intention

H1: Pay satisfaction has a significant and negative relationship towards turnover intention the coefficient associated with pay satisfaction is -0.165, and its p-value is below the threshold of 0.05 ($p = .000$), suggesting that there is a statistically significant association between pay satisfaction and turnover intention. the presence of a negative coefficient (-0.165) indicates the existence of a negative correlation. to clarify, it might be posited that an increase in pay satisfaction is inversely related to turnover intention. the t-value associated with pay satisfaction is -5.206, which is rather large, providing more evidence of the statistical importance of the link. a p-value below the threshold of 0.05 indicates sufficient evidence to reject the null hypothesis, so supporting the proposition that there exists a statistically significant and negative association between Pay Satisfaction and Turnover Intention. In brief, the findings from the multiple regression analysis provide support for Hypothesis 1, suggesting a statistically significant and inverse association between Pay Satisfaction and Turnover Intention.

4.4.2 Relationship between Polychronicity and Turnover intention

H3: Polychronicity has a significant and positive relationship with turnover intention Hypothesis suggests that there is significant, positive relationship between polychronicity of employees and their intention to leave the organization, indicating that high polychronicity leads to greater likelihood of employees wanting to leave their current positions.

The results presented in Table 5.1 offer valuable insights for evaluating hypothesis H3, which posits a significant and positive relationship between polychronicity and turnover intention. In the context of the regression analysis, our focus centers on the unstandardized coefficient (B) for Polychronicity, which is reported as 0.271. This coefficient represents the anticipated

change in the dependent variable, likely Turnover Intention, resulting from a one-unit change in Polychronicity, while controlling for other variables.

To assess the hypothesis, the direction of the coefficient is of primary importance. In this instance, the coefficient for polychronicity is positive (0.271), indicating a positive relationship between polychronicity and turnover intention. Essentially, as polychronicity increases, it is expected that turnover intention will also increase, aligning with the direction specified in hypothesis H3. Furthermore, the significance level associated with polychronicity in Table 5.2 is highly significant with a p-value of 0.000. This low p-value suggests that the relationship observed between polychronicity and turnover intention is not a result of random chance, reinforcing the robustness of this relationship.

4.4.3 Relationship between Workload and Turnover intention

H2: Workload has a significant and positive relationship with intention to leave

Hypothesis suggests that there is a significant, positive relationship between employees' workload and their intention to leave the organization, indicating that higher workload leads to a greater likelihood of employees wanting to leave their current positions. In the regression analysis, it was shown that the unstandardized coefficient (B) for workload was 0.370 which suggests that as workload increases, turnover intention also increases. This aligns to direction of relationship between the two variables hypothesized in H2. Moreover, workload had p value of .000, which reflects high statistical significance Hence, relationship observed between workload and turnover intention is unlikely to be of random chance as low p-value also reinforces reliability and strength of the identified relationship.

Table 4.6

Hypothesis Testing Results

Hypothesis	Statement	Results
H1	Pay satisfaction has a significant and negative relationship with turnover intention	Accepted
H3	Polychronicity has a significant and positive relationship with turnover intention	Accepted
H2	Workload has a significant and positive relationship with intention to leave	Accepted

4.5 Chapter Summary

This chapter presents the key findings of the research derived from the data analysis. Chapter 5 will present the discussions of the research findings.



CHAPTER FIVE

DISCUSSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions on findings of the undertaken study. It also reflects on limitations of the study and provides suggestions for future research. Conclusion of the study is presented at the end of this chapter.

5.1 Summary of the findings

This research was carried out to study the influence of pay satisfaction, polychronicity, and workload towards turnover among academicians in private higher education institutions (PHEIs). The objectives are (i) to examine the influence of pay satisfaction on turnover intention, (ii) to analyze the impact of polychronicity on turnover intention; and (iii) to investigate the impact of workload on turnover intention.

In regard to pay satisfaction, findings showed a significant, negative relationship with turnover intention. This is contradictory to hypothesis which states that higher pay satisfaction is associated with a reduced likelihood of employees expressing an intention to leave their current positions, thus highlighting the multifaceted nature of job satisfaction and its nuanced effects on turnover intentions.

The findings also showed significant, positive relationship between polychronicity and turnover intention, it was observed that individuals exhibiting a higher degree of polychronicity were more likely to express an intention to leave their current employment,

indicating the potential challenges of multitasking behaviors at workplace.

Finding of the study showed, a significant, positive relationship between workload and intention to leave. As workload increases, employees were more likely to indicate an intention to leave their current positions. This finding underscores the importance of workload management in retaining employees and minimizing turnover intentions, thus providing valuable insight for organizations and practitioners in understanding the complexities of employee satisfaction, work behaviors, and their implications for employee turnover. The unexpected nature of these findings emphasized the need for further empirical research to uncover the multifaceted dynamics of workplace. The implications of these findings and the practical recommendations are discussed in detail in the subsequent sections of this chapter.

5.2 Discussions of findings

The discussion of findings aims to provide a comprehensive interpretation of results obtained, their implications, and alignment to objectives of the study. It also presents the implications of observed relationships between pay satisfaction, polychronicity, workload, and turnover intention in this study, as well as their relevance to existing literature and practical applications.

5.2.1 Relationship between pay satisfaction and turnover intention

The identification of a significant and negative correlation between pay satisfaction and turnover intention is a crucial finding within the realm of employee retention and job satisfaction. It essentially means that when employees are content with their salaries or

wages, they are less likely to contemplate leaving their current positions. This finding supports the initial hypothesis that there is an inverse relationship between pay satisfaction and the intention to leave one's job. The implications of this finding are multifaceted. It underscores the intricate nature of pay satisfaction a dimension that extends beyond the mere receipt of a paycheck. It suggests that how employees perceive their compensation in relation to their job roles, responsibilities, and market benchmarks plays a pivotal role in their overall job satisfaction and their commitment to staying with their current employer. Furthermore, the concept of pay satisfaction as a retention mechanism is not new, and it has been supported by prior research (Kanchana & Jayathilaka, 2023). This research suggests that organizations can reduce turnover and retain valuable talent by ensuring that their employees are satisfied with their pay. When employees feel that they are fairly compensated for their contributions, they tend to feel more valued and appreciated by their employers.

In summary, the relationship between pay satisfaction and turnover intention is a critical aspect of workforce management. It highlights the importance of not only providing competitive salaries but also ensuring that employees perceive their compensation as fair and commensurate with their efforts. Organizations that prioritize pay satisfaction as part of their overall employee retention strategy are more likely to retain their best talent and foster a more engaged and motivated workforce.

5.2.2 Relationship between polychronicity and turnover intention

Findings on the significant, positive relationship between polychronicity and turnover intention is consistent with past and emerging research on challenges of multitasking behaviors at workplace. The finding of this study suggests that individuals who engage in

high levels of polychronicity may experience increased stress or diminished job satisfaction, which, in turn, drives higher intentions to leave their current employment. This finding underscores the importance of evaluating and managing work behaviors, particularly those related to multitasking, to mitigate their potential detrimental effects on employee intention to stay with the organization. In this regard, organizations may consider implementing strategies that promote effective time management, reduce the need for excessive multitasking, and offer training and support mechanisms to manage polychronicity among employees.

The outcomes and findings of this study agreed with Twaissi et al. (2022) emphasize that polychronicity can disrupt the balance between academics' professional and personal lives. Constantly juggling multiple responsibilities can lead to increased stress and a compromised quality of life. This work-life imbalance can further exacerbate turnover intentions among academic staff, as they may seek positions that offer a better equilibrium between their work and personal life. The mental challenges posed by handling numerous tasks concurrently can contribute to this burnout, further motivating academics to contemplate leaving their current positions.

In summary, the relationship between polychronicity and turnover intention in academia is evident in the literature. Polychronicity's negative consequences, including reduced concentration, increased stress, disrupted work-life balance, and the risk of burnout, collectively contribute to decreased job satisfaction and a heightened intention among academic staff to leave their current positions. To address this issue, it is crucial for academic institutions to manage workloads effectively and promote a healthy work environment to

mitigate turnover intentions among their staff.

5.2.3 Relationship between workload and turnover intention

On the other hand, the positive relationship observed between workload and turnover intention aligns with the research hypothesis and corroborates the well-established notion that excessive workloads can contribute to employee burnout and attrition. This finding is consistent with previous study (Abedini et al., 2019), when individuals grapple with overwhelming work demands, they often find it challenging to manage their personal responsibilities and commitments, leading to conflicts and dissatisfaction in their personal lives. This imbalance can further exacerbate job dissatisfaction and substantially elevate turnover intentions among employees.

Numerous studies have delved into the profound effects of workload on various dimensions of employee outcomes. As elucidated by Pamungkas et al. (2023), high workload levels are consistently associated with elevated stress levels, burnout, and a notable decline in job satisfaction. Employees grappling with overwhelming work demands and stringent deadlines often find themselves confronting both physical and mental strains, which ultimately detrimentally affect their overall well-being and job attitudes. Beyond performance, workload has far-reaching implications for work-life balance and employee engagement.

In conclusion, the extensive literature on workload underscores its critical role in influencing employee well-being, job satisfaction, and performance. Organizations must carefully consider the fair and optimal distribution of tasks, provision of adequate resources, and implementation of supportive policies to effectively manage and mitigate the adverse

consequences of workload on employees. By ensuring a balanced workload and offering robust support mechanisms, organizations can foster employee well-being, enhance job satisfaction, and reduce turnover intentions, ultimately contributing to improved organizational performance and retention rates.

5.3 Implications, Limitations and Conclusions and Directions for Future Research

The study has provided valuable insights into the intricate relationships between pay satisfaction, polychronicity, workload, and turnover intention within the organizational context. The main findings demonstrated the multifaceted nature of pay satisfaction, workload and polychronicity, and their profound impact on employees' turnover intention. The negative relationship between pay satisfaction and turnover intention has highlighted the pivotal role of competitive compensation packages in employee retention efforts. It suggests that fostering a work environment where employees perceive fair compensation practices can be part of strategic management in reducing turnover intentions. The positive relationships observed between polychronicity and turnover intention, as well as workload and turnover intention, accentuate the importance of managing work behaviors and workloads effectively. High levels of polychronicity and excessive workloads can lead to increased stress, diminished job satisfaction, and consequently, higher intentions to leave among employees.

Nevertheless, this study is subjected to several limitations that warrant consideration. Firstly, the study faced time constraints as feedback collection from respondents took longer than estimated time. This delay had a direct impact on overall data collection process. Furthermore, it is crucial to acknowledge that respondents of this study were exclusively comprised of academicians working in private higher education institutions located in

Selangor. This demographic limitation raises concerns about generalizability of the research findings to a broader context. Additionally, the framework of this study was only focused on three predictors. Thus, it is important to acknowledge that there may exist other, potentially more influential factors that could predict turnover intention.

The research findings have significant policy implications for organizations and human resource management. Regular employee satisfaction surveys are a fundamental practice in human resource management aimed at ensuring employee contentment and continuously enhancing the work environment within an organization. These surveys involve the systematic gathering of feedback from employees on various aspects of their work experience. Conducted at regular intervals, which could be annually, semi-annually, or quarterly, these surveys provide valuable insights into employee perceptions and preferences. They are typically administered using electronic platforms or traditional paper surveys, with an emphasis on ensuring the confidentiality and anonymity of respondents to foster open and honest responses. The content of these surveys is comprehensive, encompassing areas such as compensation, benefits, job satisfaction, work-life balance, career development, management effectiveness, and overall job experience. In addition to structured questions, open-ended inquiries allow employees to provide qualitative insights and suggestions. Once the surveys are completed, the collected data undergoes thorough analysis, aiming to identify trends, patterns, and areas of concern. This data-driven approach informs the development of action plans, which may involve HR and management collaborating to address specific issues and make necessary improvements based on employee feedback.

Transparent communication of survey results and the subsequent actions taken is a critical

aspect of this process, demonstrating an organization's commitment to employee well-being and engagement. These surveys are not a one-time endeavor; they represent an iterative cycle, with each survey building upon the previous one. Insights from past surveys are used to measure the effectiveness of implemented changes and identify new areas for enhancement. In essence, regular Employee Satisfaction Surveys serve as a vital tool for organizations to gauge employee sentiment, align HR policies with employee expectations, and foster a productive and contented workforce, ultimately contributing to a positive workplace culture.

Apart of that the implementation of a comprehensive and systematic employee recognition program represents a strategic commitment to acknowledging and celebrating the valuable contributions and achievements of employees within an organization. This program is not just about occasional praise but is a structured approach designed to motivate and retain talented personnel. A comprehensive recognition program covers a spectrum of appreciation methods, going beyond monetary rewards to include verbal commendations, written recognitions, certificates of achievement, and tangible rewards. The aim is to cater to the diverse preferences and motivations of employees, ensuring that each individual's efforts are acknowledged and valued. A systematic approach is fundamental to the program's success, as it ensures that recognition is fair, consistent, and in alignment with the organization's goals and values. Clear criteria and guidelines for recognition are established to prevent arbitrariness or bias. Timeliness is a critical element; recognition should occur promptly, close to the time of the accomplishment. Delayed recognition may lose its impact and fail to reinforce the desired behavior. Performance awards, such as monthly or annual awards for outstanding performance, are integral components of the program. These awards, often including monetary bonuses, gift cards, or other valuable incentives, can be based on various

criteria, including individual performance, teamwork, innovation, or other relevant categories.

The inclusion of both performance awards and special achievement awards in an employee recognition program plays a pivotal role in fostering a culture of appreciation and motivation within an organization. performance awards, whether given on a monthly or annual basis, serve as a tangible acknowledgment of exceptional work and dedication. These awards are not one-size-fits-all; they can be customized to align with various criteria such as individual performance, effective teamwork, innovation, or other relevant categories. Such flexibility ensures that employees are recognized for their specific contributions, enhancing their sense of achievement and value. These awards may include monetary bonuses, gift cards, or other valuable incentives, providing employees with tangible rewards for their outstanding efforts. In addition to regular performance awards, special achievement awards hold a distinct place in the recognition program. these awards are reserved for extraordinary contributions or significant milestones achieved by employees. They go beyond the routine and symbolize exceptional dedication and impact. special achievement awards can take various forms, such as promotions, public recognition at company events, or unique perks like additional time off or a paid trip. They not only celebrate individual achievements but also inspire others by setting a standard of excellence within the organization. In conclusion, a comprehensive and systematic employee recognition program goes beyond superficial gestures; it serves as a strategic tool for boosting employee morale, enhancing engagement, and improving retention rates. By implementing such a program, organizations create a workplace culture where employees feel genuinely valued and motivated to excel. Recognition and rewards, whether through performance awards or special achievement awards, contribute significantly to the

cultivation of a culture of appreciation and the reinforcement of behaviors that align with the organization's goals and values. Ultimately, such programs lead to a more motivated and committed workforce, which is vital for an organization's success and growth.

An HR policy on base pay, also known as a base pay policy or compensation policy, serves as a foundational document outlining an organization's approach to determining and managing employees' base salaries. This policy is designed to establish a transparent and consistent framework for salary administration throughout the organization. At the core of the policy is the articulation of the organization's pay philosophy and objectives, which may encompass the desire to remain competitive within the industry, reward performance and skills appropriately, and attract and retain top talent. The policy defines the base pay structure, which includes salary ranges, pay grades, or bands, tailored to different job roles or classifications within the organization. It also outlines the criteria and processes for salary determination, including considerations such as performance, experience, market benchmarks, and cost-of-living adjustments. Additionally, the policy addresses how base pay is adjusted for promotions, job changes, and performance-based pay, such as bonuses or incentives. It highlights the importance of salary reviews, which are conducted regularly and consider both individual performance and market conditions.

Transparency and compliance with labor laws and regulations related to base pay are key components of the policy. It also incorporates communication strategies to ensure that employees are aware of the policy's provisions and how it affects their compensation. Furthermore, the policy outlines procedures for addressing employee concerns or disputes related to base pay through appeals and grievance processes. Lastly, it emphasizes the need

for regular reviews and updates to align the policy with evolving business needs and market conditions. In summary, an HR policy on base pay provides a structured and equitable approach to managing the foundational component of an employee's compensation package, ensuring fairness, competitiveness, and adherence to legal requirements. It plays a crucial role in attracting and retaining talent while fostering a transparent and consistent compensation framework within the organization.

Offering time management education and training is a valuable initiative that empowers employees with the skills and knowledge to make the most of their time, enhance productivity, and maintain a healthy work-life balance. This program typically involves a structured approach to educating employees on effective time management techniques and strategies. Time management education begins by introducing employees to key principles and best practices for prioritizing tasks, setting goals, and optimizing their daily schedules. Employees learn how to identify and eliminate time-wasting activities, minimize distractions, and make efficient use of their work hours. Training modules often cover various topics, including goal setting, task prioritization, time blocking, delegation, and the effective use of tools such as calendars and task management apps. Employees are encouraged to assess their individual work habits and identify areas where they can make improvements.

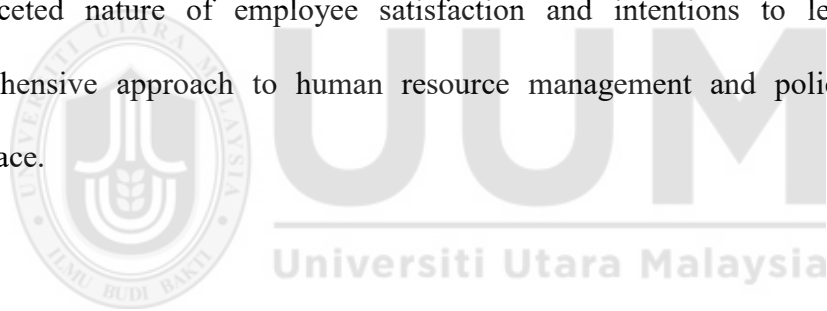
Workshops and training sessions can provide practical exercises and real-life scenarios to help employees apply time management concepts in their daily work. Interactive discussions and sharing of personal experiences can further enhance learning and engagement. Additionally, the program addresses the concept of polychronicity, emphasizing the importance of maintaining a balance between multitasking and focused work. Employees are

educated on the potential negative effects of excessive multitasking, such as reduced productivity, increased stress, and diminished job satisfaction. Ultimately, time management education and training aim to equip employees with the skills needed to manage their time efficiently, reduce polychronicity, and enhance overall productivity and well-being. By providing employees with these valuable tools, organizations can foster a more organized and efficient workforce, leading to improved job satisfaction and a positive impact on the bottom line.

In conclusion, the study's findings shed light on the intricate dynamics between pay satisfaction, polychronicity, workload, and turnover intention within the organizational context. The research highlights the multifaceted nature of these factors and their significant influence on employees' intentions to leave their jobs. Competitive compensation packages emerge as a crucial factor in retaining talent, emphasizing the importance of fair compensation practices in strategic management. The study also underscores the need to manage work behaviors and workloads effectively to mitigate stress and job dissatisfaction, reducing turnover intentions. However, it's important to acknowledge the study's limitations, including time constraints, a specific demographic of respondents, and a focus on a limited number of predictors. These limitations call for future research to explore additional influential factors affecting turnover intention. Moreover, the research findings have significant implications for human resource management and organizational policy. Regular employee satisfaction surveys serve as a fundamental tool for understanding employee perceptions and fostering a positive work environment. Implementing a comprehensive employee recognition program goes beyond token gestures, contributing to enhanced morale, engagement, and retention. Lastly, having a well-defined HR policy on base pay ensures

fairness and consistency in compensation practices. Incorporating these insights and practices into organizational strategies can lead to a more satisfied, motivated, and committed workforce, ultimately benefiting both employees and the organization as a whole.

This study has revealed direct relationships that may require further investigations. Future research could explore the underlying mechanisms and potential moderating variables affecting these relationships. Hence, this research contributes to the growing body of knowledge on employee satisfaction, work behaviors, and turnover intentions. The findings serve as a valuable resource for organizations seeking to enhance their employee retention strategies and policies, ultimately fostering a more stable and satisfied workforce. The multifaceted nature of employee satisfaction and intentions to leave necessitates a comprehensive approach to human resource management and policy development in workplace.



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APPENDIX



A STUDY ON ORGANIZATIONAL PRACTICES IN PRIVATE HIGHER EDUCATION INSTITUTIONS

Dear Respondent,

I am Malliga Kulanthavelo, a student from the University Utara Malaysia (UUM) KL branch under the Master of Human Resource Management (MHRM) Programme.

I am currently conducting a study on the organizational practices in private higher education institutions in Malaysia. This study aims to assess the practices in private higher education institutions from the perspectives of academicians.

If you have any questions regarding this research, you may forward them to us at the contact details below.

Thank you for your time and cooperation in answering this questionnaire.



School of Business Management (HRM), College of Business
Universiti Utara Malaysia, Kuala Lumpur.

PERSONAL INFORMATION

This part contains a few demographic information pertaining to yourself. **Please answer accordingly.**

1. Gender:

☐

Male

☐

Female

2. Age:

☐

21-29

☐

30-39

☐

40-49

☐

50 years and above

3. Nationality:

☐

Malaysian

☐

Non-Malaysian

4. Highest academic qualification:

☐

Diploma

☐

Doctoral Degree

☐

Bachelor Degree

☐

Master Degree

5. Number of Years with the Organization:

☐

0-5 years

☐

11-15 years

☐

Above 20 years

☐

6-10 years

☐

16-20 years

6. Position:

☐

Tutor

☐

Lecturer

☐

Senior Lecturer

☐

Associate Professor

☐

Professor

☐

Others, please specify _____

7. Type of employment:

☐

Permanent

☐

Contract

☐

Others, please specify _____

SECTION A (PAY SATISFICATION)

INSTRUCTIONS: With reference to the practices in organization that you are currently working, please indicate your level of agreement to the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am satisfied with my take-home pay.	1	2	3	4	5
2. I am satisfied with most recent raise	1	2	3	4	5
3. I am satisfied with my current pay.	1	2	3	4	5
4. I am satisfied with my overall level of pay.	1	2	3	4	5
5. I am satisfied with size of my current salary.	1	2	3	4	5
6. I am satisfied with my benefits package	1	2	3	4	5
7. I am satisfied with amount the organization pays toward my benefits	1	2	3	4	5
8. I am satisfied with the value of my benefits	1	2	3	4	5
9. I am satisfied with the number benefits I receive.	1	2	3	4	5
10. I am satisfied with the organization's pay structure.	1	2	3	4	5
11. I am satisfied with the information the organization gives about pay issues of concern to me.	1	2	3	4	5
12. I am satisfied with the pay of other jobs in the organization	1	2	3	4	5
13. I am satisfied with consistency of the organization's pay policies.	1	2	3	4	5
14. I am satisfied with the differences in pay among jobs in the organization.	1	2	3	4	5
15. I am satisfied with influence my supervisor has on my pay.	1	2	3	4	5
16. I am satisfied with the raises I have typically received in the past.	1	2	3	4	5
17. I am satisfied with how my raises are determined	1	2	3	4	5

SECTION B (POLYCHRONICITY)

INSTRUCTIONS: *With reference yourself, please indicate your level of agreement to the following statements.*

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I like to juggle several activities at the same time	1	2	3	4	5
2.	I would rather complete an entire project everyday than complete parts of several projects.	1	2	3	4	5
3.	I believe people should try to do many things at once.	1	2	3	4	5
4.	I prefer to do one thing at a time.	1	2	3	4	5
5.	I believe people do their best work when they have many tasks to complete.	1	2	3	4	5
6.	I believe it is best to complete one task before starting another.	1	2	3	4	5
7.	I would rather complete parts of several projects every day than complete an entire project.	1	2	3	4	5
8.	It is hard for me to start something new, if there are other things I have not finished.	1	2	3	4	5
9.	When I have several things to do, I prefer to spend a little bit of time on each moving back and forth from one thing to the other.	1	2	3	4	5
10.	I find it difficult to switch gears from one task to another.	1	2	3	4	5

SECTION C (WORKLOAD)

INSTRUCTIONS: *With reference to your current job, please indicate your level of agreement to the following statements.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I have an excessive work load.	1	2	3	4	5
2. There is not sufficient manpower to perform the required task.	1	2	3	4	5
3. I am required to attend too many meetings.	1	2	3	4	5
4. My job places a great number of conflicting demands upon me.	1	2	3	4	5
5. I have difficulty meeting performance standards.	1	2	3	4	5



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SECTION D (TURNOVER INTENTION)

INSTRUCTIONS: *With reference to your current job, please indicate your level of agreement to the following statements.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I would prefer another more ideal job than the one I now work	1	2	3	4	5
2. I have thought seriously about changing college since I began working here	1	2	3	4	5
3. I hope to be working for this organization until I retire.	1	2	3	4	5
4. I seriously intend to look for another job within the next year	1	2	3	4	5



**THANK YOU FOR SPARING YOUR VALUABLE TIME TO
COMPLETE THIS SURVEY**