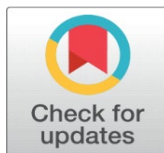


A STUDY ON IMPACT OF WORK LIFE BALANCE ON RETENTION OF FACULTIES IN PROFESSIONAL COLLEGES IN UTTAR PRADESH

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ABSTRACT

This case study attempts to identify the reasons for high turnover of academic staff in private higher institutions especially in small colleges. Three small colleges that shared almost the same type of background were being selected to participate in this study. The academic coordinator from these three institutions was interviewed. This case study has been adapted into qualitative method in order to discover any new elements that are able to explain the lower retention rate among academic staff in private college. The findings indicate that there are several factors that spearhead to failure in retaining academic staff in private higher institution including task and work load, conflict of role, underpaid, and other intrinsic factors. In addition, this study has drawn some suggestions to small colleges to retain academic staff and to Indian Quality Accreditation to monitor and regulate turnover rate of academic staff in small colleges.

Keywords: Private Higher Educational Institutions, Small Colleges, Academic Staff, Turnover, Employee Retention, Indian Qualification Agency, Private Colleges in Malaysia, Employee Satisfaction

1. INTRODUCTION

In recent years, organisations experienced intensive competition, both domestic and international levels in retaining talented employees. It has become a daunting task to retain employees for organisations especially in private higher educational institutions. All organisations regardless of size, are struggling with the issue of retaining productive employee (Fortune 500, 2017). A debate has been raging for many decades, whether is it important to retain employee or to have a succession plan across the organisation (Lewis & Heckman, 2006). Employee retention is a process which the employees are encouraged to stay with the organisation for a maximum period of time to enable them to develop required knowledge, skills and experience to perform exceptionally in particular organisation, without the need for continuous training. (Sahin, 2012)

According to American Institute of Research (2009) 'organisations that failed to retain top talents are spending more in term of finding replacement staff and provide training. Apart from this, high turnover event will erode morale among those who stay and would affect customer retention. The reason for organisations to lose their top talents includes multiple factors such as dissatisfaction on compensation and benefits, supervisor and subordinate relations, poor organisational culture, lack of two-way communication, corporate identity or prestige, and the working environment. In the context of private colleges in Malaysia, the turnover rates of the talented employees who can be a faculty head,

senior lecturer, over even a new lecturer is relatively high. According to Indian Employers Federation (MEF, 2012) the turnover rates specifically for academic staff from private higher institutions for the period from July 2010 till June 2011 was 30 %. This figure is surprisingly high for a profession which is thought to be less stressful. According to Feng & Angeline (2010), over the past decades, Indian colleges have continued to face the problem of academic staff turnover or 'brain drain'.

The private higher educational institutions (PHEIs) have been incorporated in Malaysia with the objective to support the government vision to transform Malaysia as an education hub in the Asian region. A source from the Ministry of Higher Education (MOHE) has stated that, PHEIs in Malaysia do not receive any source of financial support or funds (Tinggi, 2011). Despite, the curriculum and conduct of courses in PHEIs are reported and controlled by the Indian Quality Accreditation (MQA). Private colleges in Malaysia started to experience rapid expansion in the market from 2010 and onwards since the government policy allowed foreign students to be registered with private colleges. However, PHEIs in Malaysia face numerous challenges competing. The smaller ones experience difficulties in securing the capital required to reduce student - staff ratios, recruit high quality teaching staff without compromising to standard set by the Indian Quality Accreditation (MQA). According to Hasan & Sherrif (2006) the major downfall of his situation is due to the financial constrain the PHEI's facilities and premises are generally fall short of the expectations and standard required by the students. PHEIs will also have to compete intensely and contend with the regional rivals (Sedgwick 2004). The increase in numbers of foreign students has led to an increase in number of private colleges in the Klang Valley, especially Uttar Pradesh. Currently the number of private college in that areas reaching is 75 (Koo, Mohamed, Ismail 2012), this bring a whole new effort for the PHEIs to get equipped with potential academicians to serve international cluster. PHEI is where the integration of international/intercultural dimensions into research, teaching, and services of the institutions should be enhanced to meet the quality and standard which eventually helps to retain high profitability. The Financial Express (2007) further elaborated that Indian government aims to provide high-quality education and produce a skilled workforce. In order to achieve those, PHEIs have to ensure educational services; where quality is always being measured with the professionalism and teaching capability of the academic staff in the particular institution and the lecturer to student ratio.

If there are too many students to be coached by a few academic staff it might end up in poor delivery of quality (Long, Xuan, Ismail, Rasid, & Kowang 2014). Academic staffs play a vital role in determining the quality of private higher institutions since it is the core process of the organisation. Furthermore, the academic staffs are the front line people who will be dealing with customer, i.e. the students, directly. The PHEIs in the country have played a pivotal role in moving and providing the impetus for research, development and commercialization activities. Academics in various fields of expertise have been pioneering new ideas, concepts or theories towards making discoveries, expansion of knowledge as well as creations and inventions that are technologically-based. These initiatives are to allow the academics impose high quality standard of teaching which will spearhead for quality and retain of academics (Arokiasamy, Ismail, Ahmad, & Othman, 2011).

PROBLEM STATEMENT

The success of any organisation depends on the support of the employees. This applies to the academic institutions as well. In private higher educational institutions, the organisation has to balance decisions between profitability and cost. In doing so, there are many cases in Malaysia where PHEIs are known to have offered low salaries and perks to its general and academic staff (Lee, 2001). This causes them to leave for competitor's institutions for better offer. In the case of PHEIs, the success of retaining the students depends heavily on the commitment and wellbeing of its academic staff. When an academician chooses to leave his/her institution, it brings effect to the wider locus which includes fellow lecturers, support staff, the students, and also the management itself since they have to function promptly to find a replacement to fill up the empty post (Cable & Turban 2001). Since time is very limited the organisations usually are unable to spend time to evaluate the new candidate in detail and being hastily appointed, this might lead to inefficiency if the selected candidate is found later to be incapable of delivering to the expectation of management. If the institution decides to take time and find the best replacement, the workload needs to be distributed among the remaining staff until the position is filled. This situation will cause irritation and dissatisfaction, and pressuring the existing staff to decide to leave the organisation as well. (IDS, 2000)

RESEARCH QUESTIONS

- i. What is the retention rate among academic staff at small colleges?
- ii. What factors those lead to failure in retaining of academic staff in small colleges?
- iii. What are the efforts of small colleges in retaining productive employee?

- iv. What are the effects of failure in retaining the academic staff in private higher institution?

2. RESEARCH METHODOLOGIES

This study was conducted using descriptive study which emphasises more on the qualitative data collection & interpretation. There was an also cross-sectional technique used to collect information on the characteristics that associates with the retention of academic staff in private higher institution. The cross-sectional technique will assist for the inferences in general population about the variables under investigation and describe the characteristics of the variables of interest. This study adopts an explorative research design, which the study attempts to understand the phenomenon and identify the causes; it focuses on obtaining information from academic coordinator who deals with retention of academic staff in the PHEIs. Choosing the right research design is vital because it is likely to influence the outcome of the study. In order to produce the best result, a decision on the right sample and how data are being collected is very important. (Wellington, 2015). This descriptive-correlation study is chosen to allow a qualitative description of the relevant features of the data collected as well as to examine the relationships between the variables. The study was conducted in a qualitative approach where only subset of the population is selected through a non-probability sampling and the research covers the academic staff of private higher institutions in Uttar Pradesh area, where three small colleges were selected. Due to the limitation of time and cost, sampling method was used to ease the process of this research project, using purposive sampling where it is one of the most common sampling strategies, the participant is preselected accordingly to fit into the criteria of research.

The participants for this study were academic coordinators from respective institutes. The reason for the academic coordinators to be selected for interview process was because they are directly involved and have experienced the turnover of academic staff. Coordinators were also selected as they involve directly in the hiring process thus that will allow to gather the data more efficient and adequately.

Primary data is such data gathered for research from the actual site of the occurrence of events. Primary data can be collected through questionnaires, interviews, observation and personal portfolio (Sekaran, 2013). In this research, few standard questions were constructed for the participant to respond during interview session. Respondent are required to answer the open ended interview question. The questions were adopted based on the literature review. The questions cover three part of achieve the objective of this research which is the retention of academic staff, factor influence the retention of academic staff and the effects on institution. The open-ended question will allow respondent to provide feedbacks, comments and suggestions about this study. The interview question designed to be unstructured and directed towards obtaining insights, opinion of the interviewee towards the retention of academic staff. There were a total of 15 questions asked to the interviewees who are academic coordinators from the three small colleges (student number less than 1000) in Uttar Pradesh. The research was conducted by structured and semi structured interview, by probing further questions to obtain more clarifications and information based on the answers provided by the interviewees (Lofgren & Kent, 2012). All the transcripts were processed to segment the data in order to discover the patterns in the form of similarities and differences. After various processes that include labeling, coding, and categorizing, the data were arranged in specific themes that apply for all three institutions for comparison. There are in total 12 themes that have been identified. Secondary data refer to the data that being gathered through such existing sources (Sekaran, 2013). In this study, the researcher user journals, previous research, articles that relevant to this study as the secondary data.

DATA ANALYSIS CODING

Once the data is collected, it is then transcribed to discover patterns. There are six different ways of discovering pattern as such frequency, magnitudes, structures, processes, causes and consequences (Babbie, 2013). Once patterns have been discovered, case-oriented analysis will follow by noting down the reoccurring or similar patterns of action among the studied institutions. This process can be described as coding or indexing. Using the qualitative data analysis an open coding method is employed by means of labeling the concepts, where the researcher assigns codes after careful examination of the data.

MEMO DEVELOPMENT

Once the coding is complete, memo development or notes process follow through. Memo can describe and define concepts, deal with methodological issues, or offer initial theoretical formulations. (Babbie, 2013) There are generally three types of memos; code notes, theoretical notes, and operational notes. This study utilizes code notes which identify codes labels and their meanings help to draw similarities and differences between the collected data (Babbie, 2013).

CATEGORIZING AND THEME

The next process is categorizing, where only important codes or codes that relate to studies are brought together to create categories. During this process new codes are created by combining multiple codes that carry similar meaning. Categorizing process leads to creation of theme, and this process will simplify the large qualitative data into more general or abstract level. Theme can designate about objects, process or differences or any other necessary element. This step involves on abstract level compare to previous stage in order to conceptualize data (Lofgren & Kent, 2012).

CONCEPT MAPPING

As the final process for a better effective and efficient understanding on the data collected, a concept mapping is required to analyze the relationship among the themes created more clearly by illustrating in a graphical format. The graphic display of themes and their interrelation will be useful in answering research questions (Babbie, 2013).

3. ANALYSIS

Several steps have been taken to analysing the data, towards achieving the research objectives. The objectives of the study are i) To identify the retention rate among academic staff in small colleges ii) To identify the factor that lead to failure in retaining of academic staff in small colleges iii) To determine the effort of small colleges in retaining productive academic staff. iv) To investigate the impact of high turnover of academic staff to the colleges.

The next stage is *coding* process, the researcher has coded from labeled information, the objective here is to narrow down or to perform a data reduction and to obtain a comprehension about the data. Coding can be done by just include words, sentences, paragraph. In this research, the researcher coded sentences since it's provide multiple information that will be difficult to analyse if these are broken apart. Appendix 1 refers to the coding output arising from this process. *Categorizing* is a process to decide which codes are important and which are not, create categories by combining codes together. Certain code created in the previous step had to be due to its insignificant and are unable to be grouped together into any of the created categories. Appendix 2 refers to the categorizing output.

Theme development, which is a process of keeping all categories that, is important and establishing themes to classify it further. The objective of this process is to find the relationship among the categories and also to make comparison between all the three institutions. Appendix 3 shows the themes obtained to segment the data, for the purpose of identifying distinct information according to institutions.

INSTITUTIONAL GROWTH

Despite minor differences in year of establishment, all three respondents have been established and started to grow within 10 years. All the three colleges also offer pre-university programs despite two of the institutions just started to offer degree programs. Another similarity under these themes is that all three colleges started with less than 15 lecturers to serve in their pre-university programs.

GROWTH PACE

This theme intends to highlight the main attribute for the institution to grow and enable it to hire more academic staff. All three respondents share the same reason here; they all grow because of increase in students' number and the enrolment of international students contributed to that.

HIRING METHOD

All three respondents use online portal to advertise their need for academic staff and use it to source applicants, interview them to know more about them and decide whether to hire them or not. Only one institution conducted needs analysis, and they claim they fully follow Malaysia Quality Accreditation based on a lecturer – student ratio of 1: 30, indicating that they will hire accordingly to the increase in student numbers.

SELECTION CRITERIA

All three gave attention to the number of subjects that can be handled by an academic staff, the more the better chance for them to be hired. Apart from that two out of the three respondents look into candidate's personality and other attributes such as team work and multitasking ability.

SALARY AND BENEFITS OFFERED

All three respondents offered between RM1800 to RM2200 for fresh graduates and offer RM2400 to RM2500 for candidates with a Master degree qualification. For candidates with experience, C2 offers RM3000, and C1 will offer RM2500, while C2 mentioned that its offers based on the candidate's previous salary but will not consider any candidates who ask for a very high salary. Generally, all three colleges provide mandatory benefits that are quite alike which covers annual leave, medical claim, Employment Provident Fund and Social Security Organisation contributions. Apart from that the PHEI's also provide time flexibility to help their academic staffs who are pursuing higher studies. C3 claims that

it provides faster promotion to their staff based on their ability to perform assigned task.

TASK AND WORKLOAD

Describes about lecturers teaching hours and other tasks, other task assigned to them. For teaching hours C1 assign 24 hours per week. C2 and 3 assign 21 hours of lecturing respectively. Apart from lecturing, the lecturers are required to perform multiple administrative tasks and are also involved in marketing. They also need to head in the division of academic unit in C3, due to this, the teaching load reduced as part of their promotion programs.

RESPONSE TOWARDS RETAINING

All three respondent stated that they unable to control turnover among academic staff. C1 mentioned that they are facing high turnover among lecturers and consider it to be a normal phenomenon. Academic coordinator from C2 mentioned that they will try to retain contributive staff, meanwhile the academic coordinator in C3 expressed the low level of retention, with only three staff were still continuing to serve the college from the beginning.

FACTORS OF FAILURE IN RETAINING

The academic coordinator from C1 has mentioned that the failure in retaining occurs because of lecturers' higher expectation on salary and other aspects; they were unable to understand the reality of how private institutions operate. Incompetency of lecturers in term of teaching and handling administrative tasks leads to the reason for them to leave. Many lecturers are also facing difficulties in handling international students. The academic coordinator from C2 mentioned that their institution has to allocate more funds to provide additional benefits to retain the academic staff. Furthermore, lecturers demand extra remunerations for any additional tasks that they perform, and its usual for academic staff to resign and move on when this is not meet. The academic coordinator from C3 highlights that, the failure in retaining is because there are too many options of private college for the academicians to choose from. They may even get higher salaries offered by other institutions.

FACTORS CAUSE'S LECTURERS CHOOSE TO LEAVE

There are similar factors can be identified in all the three colleges which is inability to teach international students. The academic staff also considers small colleges as a place for a temporary stay as a stepping stone, or uses the opportunity and utilise while they complete their higher studies. The academic coordinator from C1 mentions that the academic staff view that the college is overloading tasks on them. The academic coordinator from C2 mentioned that, the academic staffs choose to leave as they were unable to assist in marketing. The respondent from C3 mentions that the lecturers are unable to adjust themselves with their conflict of role since they required doing a range of task.

EFFORT TO RETAIN

C1 provides advice and counseling, and also award bonuses to the staff who is highly contributive. C2 provides additional benefits to their lecturers, such as more annual leaves, reduced teaching hours, collectively reward for multiple contributions and arrange seminars for skill enhancement for them. C3 provides salary raises and bonuses based on performances even though it would require allocation of more funds, and conduct training for the academic staff development to transform to more productive. In sum, all three colleges appear to provide financial and non-financial rewards based on what the lecturers could provide on and above their teaching loads.

WAYS TO IDENTIFY PRODUCTIVE EMPLOYEE

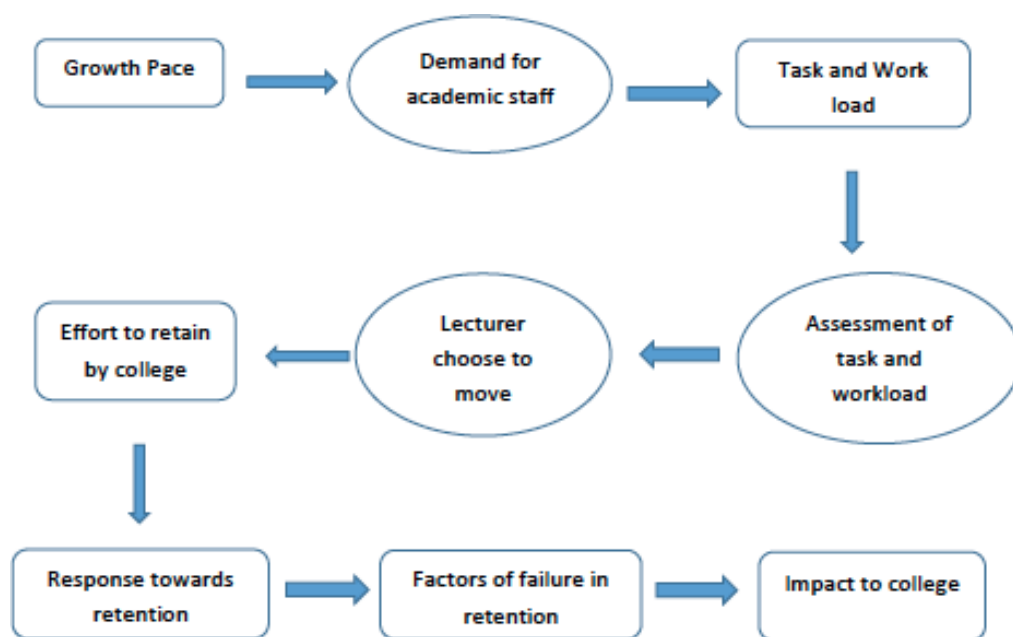
C1 identify productive employees by looking at lecturers who can carry multiple roles successfully and can complete tasks on time. C2 identify productivity of staff by evaluating contributions and accomplishment in additional tasks and not based on their lecturing role alone, by saying "that's why we pay their salary". C3 evaluates productivity by examining project accomplishment. The types of projects assigned to them are mostly curriculum development of upcoming programs, prepare documentation and administer tasks for MQA visit and other projects.

Impact on the college

When an academic staff leaves, C1, uses contract to curtail any lecturer from leaving before the particular semester ends. The impact is on the academic coordinator to find a replacement quickly in the shorter period of time. Meanwhile it causes some impact on students to the extent they would be asking the college for their lecturer. C2 faces the impact on finding the replacement quickly and difficulties to get loyal and potential replacement staff to replace those highly contributing. It will create a small effect and short term impact on students and staff where they might spread some speculations. For C3, it will create short term effect on students, staff motivation and further the lecturer left without giving proper notice, the impact will be on other lecturers who have had to shoulder the load and the responsibility of the former have to be distributed. There is no long term effect, as the hiring process will start immediately to fill the gap.

CO-RELATIONS BETWEEN THEMES

The relationship will be helpful to identify the meaningful connections between the themes and sub-themes to answer the research questions. These themes can be illustrated using a flow chart since it will help to derive to cause and consequences of academic staff turnover and retaining effort by the institutions. Referring to the Figure below, all three institutions have experienced increase in student enrolment particularly international student's enrolment.



Interaction of Theme

Legend;

Theme

Outcome

This has been proven through the responses from all three respondents. For instance, C3 has managed to secure International Student Intake license to enable them to enroll international students. The increase in student numbers has resulted in the colleges to go through fast paces of growth resulting in the need to hire more academic staff.

The interviews reveal that Malaysia Quality Accreditation has developed a standard for lecturers to student's ratio that needs to be complied with, which is 1 lecturer to 30 students. Every college practices certain priority or criteria of selection when it comes to hiring lecturers. But there are some similarities between them; they gave importance on the number of subjects that can be taught by the lecturer. This is made by examining the candidates' transcript during the interview. The more the subjects that can be taught the higher the chances the candidate will be hired.

Once the hiring process is completed, these lecturers will be mobilised for academic and multiple administrative tasks. Apart from average teaching over 21 hours they will be assigned with other tasks such as, monitoring student activities, student records, documentation, handling visits or inspections, and also involved in marketing. All these tasks create conflict of role among the academic staffs find it difficult to cope with. These tasks are perceived as overloads by the lecturers. Furthermore, the institution's principle on evaluating and identifying the potential academic staff based on their ability to perform multiple roles, puts off lecturers who face conflict of roles to be regarded as unproductive employee. The colleges have only taken effort to retain those staff that they identify as contributing lecturers. These staff will receive bonuses and salary increment and higher positions. This situation ends up on most of the academic staff who decides to start looking for other jobs. Among the reason that can be identified in all three colleges is that, vast majority of academic staff face problems in handling international students. Another reason that most of the academic staffs employed at colleges are fresh graduate with a degree. So once they complete their higher studies and earn sufficient experience to qualify for entry into larger institutions, they too choose to move.

In term of response towards retaining the academic staff, these colleges have not done much. One of them, the college try to minimize is impact by designing the contract to disallow any academic staff from leaving in the middle of semester and also to start the hiring process to find replacement as soon as possible. There are few factors that contribute to the failure in retaining academic staff. The factor with higher occurrence among these three colleges is lecturers' higher expected returns. They expect and demand for higher pay which is a limitation for small colleges. This leads to most of them searching for jobs in other institutions to move on. Another reason is unmatched expectation between the academic staff and the management of the colleges. The colleges require a multitasking personality candidate who is able to contribute in both teaching and handling administration, but the academic staff are facing difficulties and do not prefer to perform multitasking and often wants to leave. Another reason is that the academic coordinator and the management of small colleges are already used to the situation of very high turnover and accept it as a casual event, and no serious efforts have been taken to correct this issue.

The failure in retaining academic staff, will lead to high turnover of the academic staff, causing certain impacts to the institutions. All these three institutions faced problems to obtain a potential replacement candidate, and in the mean time they have to distribute the tasks to the existing staff and this creates dissatisfaction and erodes their motivation to stay. There is certainly a small impact on the students when the academic staff leaves. Apart from that, the remaining staff will speculate on the reason why certain academicians leave. All the institutions claim that there is no long term effect on the institutions.

4. CONCLUSION/RECOMMENDATION

Academic staffs are one of the most prominent people in a private higher institution, the task of providing education service to the students and to ensure the students are well equipped with knowledge and skill required for them to be awarded with diploma or degree certificates is completely in the hand of academic staff. Public universities and big private institutions focus on few aspects of academic such as research, publication, projects and other elements apart from the core lecturing task that directly related to the academic pathway. Meanwhile small colleges, who runs only diploma, foundations and certificates programs spin their academic staff task in the area of administration, and marketing task apart from lecturing. The problem faced by small college is that the academic staffs leaving too frequent. While this is happening, it is known that small colleges are not doing much to retain further their academic staffs from high turnover. This would certainly affect the management of classes and satisfaction of students as they see their lecturers keep changing. Apart from deteriorating the college image, this also may taint the image of the country over its educational system as these private colleges tend to focus very much on foreign students. This directly contradict with National Higher Education Strategic Plan (PSPTN, 2011) plan and its effort to promote knowledge economy and along the way expect to bring in more foreign students as Malaysia works towards becoming an educational hub. The nation target will never be achieved if these colleges do not protect or arrest the issues of academic staff turnover.

Task and workload being one of the factors that contributes to failure in retaining academic staff in small colleges. An average of 21 teaching hours per week accompanied with administrative task and marketing tasks adds more pressure. This can be categorized as overload of task by benchmark it with MQA requirement that suggest only 18 hours of lecturing per week. This will cause the academic staff to be exhausted and affect their intention to continue to serve in the institution and they might choose to move to other institutions that offer better task distribution.

Apart from that, salary and benefit offer contribute to failure of retaining since all three college underpaid their lecturer by not matching their academic qualification and expected salary and supported with just standard and mandatory benefits. This factor is the most crucial one; the academic staff might consider putting up with pressure and workload if they were well paid. But when the pay itself is lower, and together with the pressure, the academic staff will definitely move on to another institution that will offer their pay scale as per their request. This situation caused by availability of many candidates in the market who is ready to take up the job with low salary. Small colleges also put forth the arguments they only raise salary to the academic staff who have contributed a lot to the college by completing administration task and marketing task and not valuing from the lecturing task. C2 claim that they don't value their academic staff based on teaching ability since that is a basic ability doesn't require any raise. This understanding creates more room for academic staff to choose to move from small college. Academic staffs are not being valued in the correct aspect that they supposed to be valued or where their strength is instead being valued on other factors, task that they are not having any expertise on. In the end, the academic staff will choose to move on to another institution.

Pertaining to previous explanation, another factor that associated with turnover is conflict of role. Where the academic

staff were expected to be all-rounder and possess the ability to carry out and complete multiple administrative and marketing task, while academic staff wants their task to mostly focus on lecturing and others are minor task that will be assigned from time to time. But when the sideline task become the main aspect to performance evaluation, it creates a conflict of role there, where the academic staff need to prioritize the administrative task and ensure the completion of it. As per interpreted in the date all three colleges have mentioned that one of reason that result the turnover to be high is because the academic staff unable to handle administrative and marketing task. C3 went further and state that, they will let go non contributive staff who didn't play their role well in multitasking ability after end of their contract.

Another reason that directly contributes to the failure of retaining academic staff in small colleges is the inability and difficulties faced in handling international students. The diversify population in small colleges occupied by students from various countries such as from middle east, African region, Russia and from other part of the world create a barrier between the academic staff, where they face great struggle to lecture them. The barrier in this context can be in term of communication, culture, ethics and norms. Since the population of international students is high in small college as per mentioned by C2, it is assumable that classes are fully occupied by them and this may limit the lecturers' capacity in handling them thus lead the academic staff to choose to leave.

In term of efforts taken by these small colleges in retaining academic staff and control turnover, all three colleges mentioned nothing much they able to do about it. All three respondents provide additional benefits such as bonus, salary raise from time to time upon task accomplishment to encourage and motivate productive academic staff to stay and contribute further. Apart from that C2 and C3 provide training to develop their academic staff skills and for continuous improvement. These efforts show that, small college are lacking with the ability to retain their academic staff, their effort not consistent and does not prioritize the academic staff welfare and career growth.

IMPACT OF ACADEMIC STAFF TURNOVER IN SMALL COLLEGES

All three college claims that they only receive short term impact and not for long term. Generally, all the colleges face problems to find replacement quickly when the academic staff leaves immediately. C1 use the contract agreement to minimize this impact by including a term that prohibits any lecturer to leave in between the semester. This will help the college from facing problem with finding replacement lecturer in between the study week periods. C3 mentions the impact of academician turnover will be on distributing task to the remaining lecturer, as there are some lecturers who leave without giving a proper notice and this situation affect the existing staff motivation. At the same this will completely erode morale of the existing academic staff since they to shoulder more responsibility and workload if the institutions fail to hire new staff in a short period of time. Having short period of time hire, this might cause wrong selection and will continuously affecting the college. Overall all three institutions mentioned they are able to overcome the short term effect and there will be no impact for long term, and they are used to high academician turnover. It shows that they accept the fact that academic turnover is very common, and something that is norm, regardless of how frequent this happens. Some even (C1 and C3) said that they can be easily replaced by looking into online job portals.

Further study should be undertaken to cover wider locus, a comparative study between the academic staff from public higher institutions and private higher institutions is highly recommended as this provide insights on the task of academic staff. The future researcher might attempt to apply interview or focus group method of data collection to the academic staff itself to know further their intention to leave a higher institution, and the causes for that decision. An advance level of research on the academic staff who moved from one institutions to another suggested to be conducted to identify does the problem occurs with only few institutions or that is a common problem shared by all the institutions in the country.

CONFLICT OF INTERESTS

None

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None

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