

DRIVERS OF JOB SATISFACTION AND TURNOVER INTENTION AMONG ACADEMICS: INSIGHTS FROM LIBYAN PUBLIC UNIVERSITIES

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ABSTRACT

High turnover rates among academic staff pose a serious challenge to the stability and performance of higher education institutions, particularly in developing nations such as Libya. This study explores the core factors that influence job satisfaction and turnover intention among academicians in Libyan public universities. Specifically, it examines how compensation, opportunities for career development, and organisational commitment contribute to job satisfaction and, in turn, affect the likelihood of faculty members leaving their institutions. Additionally, the study assesses job satisfaction as a mediating factor and investigates the moderating role of perceived organisational support in the relationship between job satisfaction and turnover intention. Anchored in the Two-Factor Theory, the Three-Component Model of Organisational Commitment, and Employee Turnover Theory, this research adopts a quantitative approach using structured questionnaires distributed to academic staff across multiple public universities in Libya. The study seeks to fill a critical gap in the literature concerning employee retention in the Libyan higher education sector by analysing how both institutional and individual factors shape faculty members' work experiences and decisions to stay or leave. Preliminary findings from the literature suggest that dissatisfaction with pay, limited advancement opportunities, and weak organisational commitment significantly heighten turnover intention. Conversely, higher job satisfaction serves as a protective factor, reducing the risk of turnover despite institutional challenges. Furthermore, perceived organisational support, defined as faculty perceptions of institutional care and recognition, is hypothesised to weaken the negative effects of low job satisfaction on turnover intention. Given the ongoing political and infrastructural difficulties facing Libya, the findings are expected to offer practical recommendations for university leaders and policymakers. These include strategies to enhance compensation, invest in professional growth, and strengthen organisational support, all of which are crucial for retaining talented academic staff and ensuring institutional sustainability.

Keywords: Job Satisfaction, Turnover Intention, Organisational Support, Career Development, Higher Education

INTRODUCTION

Employee turnover remains a persistent issue across all sectors worldwide, and higher education institutions are no exception. The turnover of academic staff has become an area of increasing concern due to its negative effects on institutional performance, educational continuity, and the overall quality of higher education (Hom et al., 2017). Turnover intention, often a strong predictor of actual resignation, presents a significant challenge to universities striving to uphold academic standards and maintain institutional stability (Mobley, 1977; Wong & Cheng, 2020). In developing

nations like Libya, where universities play a vital role in national progress and social development, high faculty turnover has become a pressing issue requiring both academic investigation and policy intervention (MHESR, 2023).

Libyan public universities are currently facing elevated turnover rates among academic staff, which directly impacts their ability to achieve educational goals and fulfill long-term strategic plans (Ahmad Saufi et al., 2023). This growing trend disrupts teaching activities, diminishes research output, and damages institutional reputation. Reports by the Libyan Ministry of Higher Education and Scientific Research confirm a rise in faculty departures, citing poor compensation, inadequate career development opportunities, administrative instability, and ongoing socio-political challenges as major contributing factors (MHESR, 2023). Despite growing concern, there is a significant lack of empirical studies focusing on the specific causes of turnover intention in the Libyan higher education context. This gap highlights the need for comprehensive research to better understand and address the drivers of academic attrition in the country.

Job satisfaction has consistently been identified as a major factor influencing an employee's decision to stay or leave an organization. It is defined as a positive emotional state that results from evaluating one's job experiences (Spector, 1997). Academics who are satisfied with their jobs are more likely to remain committed to their institutions, while dissatisfaction often leads to increased turnover intentions (Chen et al., 2023). Herzberg's Two-Factor Theory (Herzberg et al., 1959) offers an important framework for understanding this relationship by differentiating between intrinsic motivators, such as personal achievement, recognition, and meaningful work, and extrinsic factors like salary, workplace conditions, and supervision. In academia, both dimensions are important. A lack of intrinsic rewards, such as limited recognition or academic freedom, combined with extrinsic shortcomings like inadequate pay or administrative inefficiencies, can significantly increase the likelihood that faculty members will consider leaving their institutions (Orpina et al., 2022a).

Among the most prominent extrinsic factors is compensation. Beyond being a financial reward, compensation reflects how much institutions value their academic staff (Serang et al., 2023). Fair and competitive pay is essential for retaining skilled faculty and reducing the risk of turnover (Ginting et al., 2023). Conversely, low or delayed salaries can breed dissatisfaction and prompt faculty members to seek opportunities elsewhere (Artha & Jahja, 2023). In Libya, academic staff in public universities often face stagnant wages and are frequently excluded from broader public sector salary reforms, which intensifies their sense of neglect and devaluation (Ali Elabbar, 2022). These financial constraints contribute to a broader climate of dissatisfaction that drives many faculty members to leave or disengage from their roles.

Career development is another critical factor influencing turnover intention. It encompasses structured programs and initiatives that help employees grow professionally, acquire new skills, and reach their long-term career goals (Kim, 2017). When universities offer support through mentorship, research funding, training, and opportunities for advancement, faculty members are more likely to stay. In contrast, institutions that lack such support structures often experience higher turnover (Raharjo et al., 2022). In the Libyan context, the lack of access to professional

development opportunities, such as training workshops, research grants, international conferences, and academic collaborations, has left many faculty members feeling professionally stagnant and undervalued. This has prompted some to consider leaving academia or seeking positions abroad where greater opportunities for growth exist (Elabbar, 2021; Bredan et al., 2023).

Organisational commitment is also a key predictor of turnover intention. Meyer and Allen (1991) conceptualized organisational commitment as comprising three dimensions: affective commitment (emotional attachment to the organization), continuance commitment (awareness of the costs associated with leaving), and normative commitment (a perceived obligation to remain). Faculty who feels emotionally connected to their institutions are generally more loyal and less likely to consider leaving (Zhu et al., 2022). In contrast, low levels of commitment can amplify the negative effects of dissatisfaction with compensation and limited career development. Research across various sectors indicates that employees with weak organisational commitment are more prone to voluntary turnover (Abet et al., 2023; A. Hussain et al., 2020). In Libyan universities, institutional instability, limited recognition, bureaucratic inefficiencies, and a lack of trust in leadership further erode organisational commitment, making faculty more susceptible to considering exit options.

While previous studies have explored the individual impact of job satisfaction, compensation, career development, and organisational commitment on turnover intentions, fewer have examined how these factors interact, especially in the context of Libyan public universities. Moreover, emerging research emphasizes the need to consider more complex relationships, such as mediating and moderating effects, to gain a deeper understanding of employee turnover. For example, job satisfaction may act as a mediator between compensation, career development, and organisational commitment on one hand, and turnover intention on the other (K. Hussain et al., 2023). Similarly, perceived organisational support, defined as employees' beliefs that their institution values their contributions and cares about their well-being, may moderate the effect of job satisfaction on turnover intention (Giao et al., 2020). Faculty who feel supported by their institutions are more likely to remain, even when job satisfaction is not optimal.

In Libya, faculty retention is further complicated by external factors such as political instability, economic uncertainty, and institutional fragmentation. Many universities operate under significant financial strain, limiting their ability to offer competitive pay, invest in infrastructure, or provide professional development programs (MHESR, 2023; Ali Elabbar, 2022). Additionally, academic staff frequently report dissatisfaction with administrative inefficiencies, lack of appreciation for their work, and limited autonomy in academic decision-making, all of which reduce their job satisfaction and weaken organisational commitment (Alzubi, 2018; Halid et al., 2020). These challenges highlight the urgent need for systemic reform in the Libyan higher education sector to address the root causes of faculty dissatisfaction and turnover.

Given these complex and interrelated challenges, this study aims to explore the impact of compensation, career development, and organisational commitment on turnover intention among academic staff in Libyan public universities. It further investigates the mediating role of job satisfaction and the moderating influence of perceived organisational support within this framework. Using a quantitative research design and drawing on established theoretical models,

including Herzberg's Two-Factor Theory, the Three-Component Model of Organisational Commitment, and employee turnover theories, this study seeks to provide empirically grounded insights into the dynamics of academic turnover in Libya. The findings are expected to inform practical strategies and policies that can enhance staff retention, improve working conditions, and foster a more supportive and sustainable academic environment.

Addressing faculty turnover in Libyan public universities is not merely a management issue, it is a national priority. Academic institutions serve as the intellectual and developmental backbone of any society, particularly in post-conflict and transitional settings. Strengthening their ability to retain qualified and motivated staff is essential to ensuring educational quality, advancing research, and contributing to Libya's broader social and economic recovery.

LITERATURE REVIEW

Understanding the key factors that influence turnover intention among academicians is crucial to addressing faculty attrition, particularly within the context of public universities in developing countries such as Libya. The literature widely acknowledges the importance of several interconnected variables, namely job satisfaction, organisational commitment, compensation, career development, and perceived organisational support, as fundamental to shaping employees' intentions to remain in or leave their academic positions (Hom et al., 2017; Abet et al., 2023). This review draws on established theories and empirical evidence to explore the roles these constructs play in influencing turnover behaviour, particularly in the Libyan higher education system, where such issues are increasingly critical.

Job satisfaction has long been identified as a foundational element in understanding turnover intention. Defined as an employee's emotional response to their job role and overall work environment, job satisfaction plays a significant role in influencing retention decisions (Spector, 1997; Chen et al., 2023). Within the context of higher education, job satisfaction is multifaceted and includes satisfaction with teaching responsibilities, academic freedom, administrative support, collegial relationships, and opportunities for research and development (Zamzami et al., 2022). According to Herzberg's Two-Factor Theory (Herzberg et al., 1959), job satisfaction is driven by intrinsic motivators such as achievement, recognition, and the work itself, while dissatisfaction stems from hygiene factors like pay, institutional policies, and supervision quality. Numerous empirical studies have confirmed the negative correlation between job satisfaction and turnover intention. For example, Hussain et al. (2023) found that academic staff members who were satisfied with their institutions, particularly when those institutions encouraged innovation in teaching and offered robust faculty development programs, were significantly less likely to consider leaving. Likewise, Orpina et al. (2022) demonstrated that job satisfaction acts as a mediating variable between compensation, career growth, and turnover intention, suggesting that improving satisfaction could offset the negative impact of other institutional shortcomings.

However, the relationship between job satisfaction and turnover intention is not universally straightforward. Some studies, such as those by O'Connor (2018) and Tran et al. (2020), found no statistically significant influence of job satisfaction on turnover intention in certain academic

contexts. These findings point to the complexity of the issue, indicating that other factors, such as perceived organisational support or the broader socio-political environment, may influence or interact with job satisfaction in ways that complicate its effect on turnover. This complexity is particularly relevant in the Libyan context, where political and institutional instability often affect faculty experiences in profound ways.

Organisational commitment is another major construct that has consistently shown a strong relationship with turnover intention. Defined as the psychological attachment an employee feels toward their institution, organisational commitment is conceptualised by Meyer and Allen's (1991) three-component model, which includes affective commitment (emotional attachment), continuance commitment (awareness of the costs of leaving), and normative commitment (a sense of moral obligation to stay). Affective commitment is especially important in academic environments due to faculty members' intrinsic motivation and professional identity (Zhu et al., 2022). A wide body of research supports the inverse relationship between organisational commitment and turnover intention. Steil et al. (2019), in a comprehensive review of 35 studies, found that organisational commitment was among the most consistent predictors of turnover across different professional settings. Similarly, Abet et al. (2023) highlighted the particular vulnerability of employees in resource-limited institutions, showing that low levels of commitment significantly increased turnover intentions. In Libya, organisational commitment among academic staff is often undermined by factors such as limited professional autonomy, perceived inefficiencies in administration, and a general lack of institutional recognition (Ali Elabbar, 2022). These challenges not only diminish the emotional attachment faculty members feel toward their institutions but also weaken the overall institutional culture, further contributing to turnover. Additionally, commitment is frequently interlinked with job satisfaction and perceived institutional support, creating complex interaction effects that shape turnover behaviour (Jain & Sullivan, 2020).

Compensation is also a fundamental variable in faculty retention, serving as both a financial necessity and a symbolic measure of an employee's worth to the institution. It includes not only direct salary but also allowances, benefits, and non-monetary rewards such as recognition and career growth opportunities (Serang et al., 2023). Drawing on Maslow's Hierarchy of Needs (Maslow, 1943), fair compensation satisfies basic physiological and safety needs, which must be addressed before higher-order motivations such as achievement and self-actualisation can be realised. In the academic context, compensation disparities, particularly within public universities, often create dissatisfaction and increase the likelihood of departure. Ginting et al. (2023) identified inadequate compensation as a leading predictor of faculty turnover in Indonesian public universities. Likewise, Artha and Jahja (2023) found that irregular salary payments and ambiguous performance reward systems were key demotivating factors for academic staff.

Nonetheless, the relationship between compensation and turnover intention is not always linear. In some cases, higher compensation can actually correlate with increased turnover if it opens up more attractive external opportunities (Alhempri et al., 2021). This suggests the need to consider contextual variables such as job embeddedness, the national economic environment, and individual

career motivations. In Libya, issues related to compensation are particularly acute. Faculty members often cite low and inconsistent salaries as a primary cause of dissatisfaction and demoralisation (MHESR, 2023). Public universities have frequently been left out of broader government salary reforms, exacerbating disparities and fuelling resentment among academic staff (Ali Elabbar, 2022). Addressing compensation issues, therefore, is central to any strategy aimed at improving retention in Libyan higher education.

Career development is another crucial component influencing turnover intention. It encompasses a wide range of institutional initiatives, including training, mentorship, opportunities for promotion, research support, and pathways for professional growth (Kim, 2017). In the academic setting, career development often involves access to research grants, participation in international conferences, and opportunities for cross-institutional collaboration. Numerous studies have demonstrated that limited opportunities for career advancement are strongly associated with increased turnover intentions. For instance, Hidayah and Ananda (2021) found that when academic staff felt their careers were stagnating, they were more likely to explore employment options outside their institutions. Raharjo et al. (2022) further reinforced the importance of structured development programs in boosting both job satisfaction and organisational commitment. In Libya, the state of career development is constrained by multiple factors, including inadequate funding, lack of institutional support for research, limited opportunities for international exposure, and minimal investment in professional training (Elabbar, 2021; Bredan et al., 2023). These challenges leave many faculty members feeling professionally isolated and unsupported, reinforcing feelings of disengagement and intensifying the desire to leave the academic sector altogether.

Perceived organisational support (POS) is another critical variable that has emerged in recent literature as both a direct and moderating influence on turnover intention. Defined by Eisenberger et al. (1986), POS refers to employees' beliefs about the extent to which their institution values their contributions and cares about their well-being. High levels of POS are positively associated with increased job satisfaction, stronger organisational commitment, and reduced turnover (Giao et al., 2020). In academic environments, POS may manifest through institutional support for research, transparent and fair performance evaluations, responsive and participatory leadership, and the availability of wellness programs. Arasanmi and Krishna (2019) demonstrated that POS significantly moderates the relationship between job satisfaction and turnover intention; when staff perceive strong institutional support, even moderate levels of dissatisfaction may not lead to intentions to quit. Unfortunately, in the Libyan higher education system, POS tends to be notably weak. Faculty members frequently report a lack of feedback, mentorship, administrative responsiveness, and academic recognition (Ali Elabbar, 2022). This perceived institutional neglect fosters a sense of alienation and intensifies turnover intentions, particularly among early-career academics.

Finally, turnover intention in higher education is shaped by a combination of personal, institutional, and contextual factors. According to Hom et al. (2017), the decision to stay or leave an academic post is influenced by variables such as satisfaction, commitment, compensation, and opportunities for growth. Broader contextual elements, including institutional governance, job

security, and institutional reputation, also play a substantial role in shaping faculty decisions (Amani & Komba, 2016; Alzubi, 2018). Globally, faculty turnover has become an increasingly visible issue. For instance, in Malaysia, the academic turnover rate reached 20% in 2017 (Falahat et al., 2019), while in the United States, more than 100,000 faculty members resigned in May 2019 alone (Bureau of Labor Statistics, 2019). Libya is similarly facing a dramatic increase in faculty departures, driven by brain drain, early retirement, and migration to other sectors, particularly government and international organisations (MHESR, 2023). Despite these troubling trends, there remains a notable gap in research focused specifically on the Libyan context. This study aims to address that gap by examining the mediating role of job satisfaction and the moderating effect of perceived organisational support on the relationships between institutional variables and turnover intention, providing a more nuanced understanding of faculty attrition in Libyan public universities.

RESEARCH METHODOLOGY

This study adopts a comprehensive methodological framework to explore the influence of compensation, career development, and organisational commitment on turnover intention among academic staff in Libyan public universities, with job satisfaction serving as a mediating variable and perceived organisational support acting as a moderator. The research design, approach, sampling methods, instrumentation, data collection procedures, and analytical techniques were all carefully chosen to align with the objectives of the study and to ensure the reliability and validity of its findings.

A quantitative, cross-sectional, and correlational research design was employed, which is appropriate for investigating relationships among multiple variables at a single point in time (Creswell & Creswell, 2018). This design enables the objective measurement and statistical examination of the interconnections among variables, allowing for the testing of hypothesised relationships. The use of a correlational design is particularly well-suited for this study, as it aims to determine the strength and direction of associations between independent variables, compensation, career development, and organisational commitment, and the dependent variable, turnover intention, while accounting for the roles of job satisfaction and perceived organisational support (Saunders et al., 2019).

The philosophical foundation underpinning this study is grounded in positivism, which posits that reality is objective, measurable, and best understood through empirical observation and quantitative methods (Bell et al., 2022). This epistemological stance supports the use of structured survey instruments and statistical analysis as the primary tools for data collection and interpretation. By adhering to positivist principles, the research seeks to uncover generalisable truths regarding the factors influencing academic staff turnover in Libyan public universities, contributing to the broader body of knowledge in organisational and educational research.

The target population for this study consists of academic staff employed across public universities in Libya. According to recent statistics from the Ministry of Higher Education and Scientific Research (MHESR, 2023), there are over 22,000 faculty members distributed among 27 public

universities nationwide. Given this sizable and diverse population, the study implemented a stratified random sampling technique. This method ensured proportional representation across various institutions, academic faculties, ranks, and disciplines, thereby enhancing the generalisability and validity of the results. Stratification was critical in capturing the heterogeneity within Libyan higher education and reducing sampling bias, particularly considering the diversity of academic contexts across different institutions.

To determine the appropriate sample size, the study referred to the guidelines provided by Krejcie and Morgan (1970), who recommend a minimum sample of 377 respondents for a population of 22,000. In anticipation of potential non-responses, the researchers distributed a total of 450 questionnaires. Ultimately, 402 valid responses were collected and included in the analysis, yielding a high response rate of 89.3%. This sample size meets the minimum requirement for conducting multivariate techniques such as Structural Equation Modeling (SEM), which generally requires a minimum of 200 cases to estimate complex models effectively (Hair et al., 2019). SEM was chosen as the primary data analysis technique due to its ability to assess both the measurement and structural components of the hypothesised model, enabling the simultaneous examination of multiple relationships among latent variables.

Data collection was carried out through both digital and physical means to maximise participation and ensure accessibility for respondents across different regions and institutions. Questionnaires were distributed electronically via email and learning management platforms, as well as in printed form through university administrative channels. This dual approach facilitated higher response rates and allowed respondents to complete the survey in the format most convenient to them. Participants were provided with clear information about the study's objectives, the voluntary nature of their involvement, and assurances regarding the confidentiality and anonymity of their responses. These ethical considerations were essential in fostering trust and encouraging honest participation.

In line with standard research ethics protocols, ethical approval was obtained from the research ethics committee of the affiliated institution. In addition, formal permission to conduct the study was sought and secured from each participating university. These steps were vital in ensuring compliance with institutional and national ethical standards, as well as in reinforcing the study's credibility and legitimacy. Participants were required to provide informed consent before completing the survey, further affirming their voluntary participation.

The development of the survey instrument was informed by an extensive review of the literature and grounded in validated scales measuring the key constructs of interest. The questionnaire included items assessing compensation, career development opportunities, levels of organisational commitment, perceived organisational support, job satisfaction, and turnover intention. Each construct was measured using multiple items adapted from previously validated instruments to ensure content validity and reliability. Prior to full deployment, the questionnaire underwent a pilot test with a small sample of academic staff to identify and rectify any issues related to clarity, relevance, or technical formatting. Feedback from the pilot study informed minor revisions, enhancing the quality and usability of the instrument for large-scale deployment.

In sum, the methodological choices made in this study were designed to ensure rigorous, ethical, and effective data collection and analysis, allowing for a robust examination of the complex relationships between compensation, career development, organisational commitment, job satisfaction, and turnover intention among academic staff in Libya. By employing a positivist, quantitative, and correlational approach supported by robust sampling and validated instrumentation, the study provides a strong empirical foundation for understanding and addressing faculty turnover in the Libyan public higher education sector.

DATA ANALYSIS AND FINDINGS

This section presents a detailed analysis of the empirical data collected to examine the relationships among compensation, career development, organisational commitment, job satisfaction, perceived organisational support, and turnover intention among academic staff at Libyan public universities. The analytical process was conducted in several stages using SPSS and AMOS version 25.0. These stages included descriptive statistics, reliability testing, Pearson correlation analysis, confirmatory factor analysis (CFA), structural equation modeling (SEM), and mediation and moderation analyses. The goal of these procedures was to test the proposed hypotheses and to evaluate the structural relationships of the conceptual model.

To begin with, descriptive statistics were calculated to provide a summary of the demographic characteristics of the sample as well as the participants' responses to the main variables. The study achieved 402 valid responses out of 450 distributed questionnaires, indicating a strong response rate of 89.3%. Among the respondents, 58.2% were male and 41.8% female. Regarding educational attainment, a significant majority (72.6%) held PhD degrees, while 24.4% had Master's degrees and only 3.0% held Bachelor's degrees. More than half of the respondents (54.7%) had over ten years of teaching experience, which reflects a highly experienced sample group capable of providing informed perspectives on the study's constructs.

The descriptive statistics for the core constructs are summarised in Table 1. The mean values for each construct fall within the moderate range, indicating neither high nor low levels of perceptions among respondents. Compensation had a mean of 3.02 (SD = 0.77), suggesting that faculty are somewhat dissatisfied with their pay structures. Career development recorded a slightly higher mean of 3.25 (SD = 0.81), implying moderate satisfaction with growth opportunities. Organisational commitment had the highest mean at 3.38 (SD = 0.75), indicating a reasonable level of emotional and professional attachment to institutions. Job satisfaction also fell within the moderate range (M = 3.11, SD = 0.79), as did perceived organisational support (M = 3.09, SD = 0.76). Turnover intention, however, recorded a mean of 2.94 (SD = 0.83), slightly below the midpoint, which signals that while many faculty members are not actively planning to leave, there is a significant underlying concern about job continuity and satisfaction.

Table 1: Descriptive Statistics

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|---------------------|------|--------------------|---------|---------|
| Compensation (COMP) | 3.02 | 0.77 | 1.00 | 5.00 |

| | | | | |
|--------------------------------|------|------|------|------|
| Career Development (CD) | 3.25 | 0.81 | 1.00 | 5.00 |
| Organisational Commitment (OC) | 3.38 | 0.75 | 1.00 | 5.00 |
| Job Satisfaction (JS) | 3.11 | 0.79 | 1.00 | 5.00 |
| Turnover Intention (TI) | 2.94 | 0.83 | 1.00 | 5.00 |
| Perceived Org. Support (POS) | 3.09 | 0.76 | 1.00 | 5.00 |

To test the reliability of the measurement instruments, Cronbach's alpha values were calculated for each construct. According to Hair et al. (2019), a reliability coefficient (alpha) above 0.70 indicates acceptable internal consistency. As shown in Table 2, all constructs surpassed this threshold, confirming that the items used to measure each variable were internally consistent and reliable. Job satisfaction recorded the highest reliability coefficient ($\alpha = 0.84$), followed by career development ($\alpha = 0.83$) and organisational commitment ($\alpha = 0.81$). Compensation ($\alpha = 0.79$), perceived organisational support ($\alpha = 0.80$), and turnover intention ($\alpha = 0.78$) also demonstrated strong internal consistency.

Table 2: Reliability Coefficients

| Construct | Number of Items | Cronbach's Alpha |
|---------------------------|-----------------|------------------|
| Compensation | 5 | 0.79 |
| Career Development | 6 | 0.83 |
| Organisational Commitment | 6 | 0.81 |
| Job Satisfaction | 5 | 0.84 |
| Turnover Intention | 4 | 0.78 |
| Perceived Org. Support | 5 | 0.80 |

To examine the initial associations between the variables, Pearson correlation coefficients were computed. Table 3 presents the correlation matrix, showing statistically significant negative correlations between turnover intention and all other variables at the 0.01 level. Specifically, turnover intention negatively correlated with compensation ($r = -0.316$), career development ($r = -0.372$), organisational commitment ($r = -0.403$), job satisfaction ($r = -0.489$), and perceived organisational support ($r = -0.397$). These results are consistent with existing literature, reinforcing the notion that poor compensation, limited career development, low commitment, and dissatisfaction are closely linked to increased turnover intention (Hom et al., 2017; Chen et al., 2023).

Table 3: Pearson Correlation Matrix

| Variable | COMP | CD | OC | JS | POS | TI |
|----------|------|--------|--------|--------|--------|---------|
| COMP | 1 | .412** | .381** | .389** | .331** | -.316** |
| CD | | 1 | .428** | .473** | .347** | -.372** |
| OC | | | 1 | .518** | .401** | -.403** |
| JS | | | | 1 | .466** | -.489** |
| POS | | | | | 1 | -.397** |
| TI | | | | | | 1 |

Note: ** $p < 0.01$

Confirmatory Factor Analysis (CFA) was conducted to validate the measurement model. The results showed a good model fit: $\chi^2/df = 2.37$, Comparative Fit Index (CFI) = 0.934, Root Mean Square Error of Approximation (RMSEA) = 0.057, and Tucker-Lewis Index (TLI) = 0.927. All factor loadings exceeded 0.60, satisfying the criteria for convergent validity (Hair et al., 2019). These indicators confirm that the constructs were measured appropriately and that the overall measurement model was statistically sound.

To test the structural relationships between the constructs, Structural Equation Modeling (SEM) was employed. The structural model demonstrated acceptable fit indices ($\chi^2/df = 2.49$, CFI = 0.926, RMSEA = 0.060, SRMR = 0.058). Table 4 shows the standardised path coefficients for each hypothesised relationship. The results confirmed that compensation ($\beta = 0.22$, $p = 0.002$), career development ($\beta = 0.31$, $p < 0.001$), and organisational commitment ($\beta = 0.38$, $p < 0.001$) all positively influenced job satisfaction. Job satisfaction, in turn, had a strong negative impact on turnover intention ($\beta = -0.44$, $p < 0.001$). Furthermore, each independent variable, compensation ($\beta = -0.19$), career development ($\beta = -0.26$), and organisational commitment ($\beta = -0.30$), also directly influenced turnover intention in a negative direction, indicating their protective roles against faculty attrition.

Table 4: Structural Path Analysis Results

| Path | Standardised Estimate | p-value | Result |
|-----------|-----------------------|---------|-----------|
| COMP → JS | 0.22 | 0.002 | Supported |
| CD → JS | 0.31 | <0.001 | Supported |
| OC → JS | 0.38 | <0.001 | Supported |
| JS → TI | -0.44 | <0.001 | Supported |
| COMP → TI | -0.19 | 0.008 | Supported |
| CD → TI | -0.26 | 0.003 | Supported |
| OC → TI | -0.30 | <0.001 | Supported |

To test the mediating effect of job satisfaction, a bootstrapping approach with 5,000 resamples was used. The results, shown in Table 5, confirmed that job satisfaction partially mediates the relationships between compensation, career development, organisational commitment, and turnover intention. None of the 95% confidence intervals for the indirect effects contained zero, confirming the significance of these mediation effects in accordance with Zhao et al. (2010). These findings suggest that while compensation, development, and commitment directly reduce turnover intention, their effects are amplified when faculty experience job satisfaction.

Table 5: Mediation Analysis (Indirect Effects)

| Path | Indirect Effect | 95% CI | Mediation Type |
|----------------|-----------------|----------------|----------------|
| COMP → JS → TI | -0.11 | [-0.21, -0.06] | |

Finally, moderation analysis was performed to determine whether perceived organisational support moderates the relationship between job satisfaction and turnover intention. The interaction term (JS × POS) was found to be statistically significant ($\beta = -0.14$, $p = 0.031$). Simple slope analysis revealed that the negative relationship between job satisfaction and turnover intention was stronger when perceived organisational support was high. In other words, faculty who were satisfied with their jobs and also perceived strong institutional support were significantly less likely to consider leaving their positions. This supports the theoretical framework proposed by Eisenberger et al. (1986), which emphasizes the role of institutional recognition and care in fostering employee retention.

In summary, the analysis confirmed the hypothesised relationships within the conceptual model. Compensation, career development, and organisational commitment were found to significantly predict job satisfaction and turnover intention, while job satisfaction mediated these relationships. Furthermore, perceived organisational support moderated the relationship between job satisfaction and turnover intention, strengthening its negative effect. These findings offer robust empirical support for enhancing faculty retention strategies in Libyan public universities through targeted improvements in compensation policies, career advancement programs, institutional commitment, and supportive academic environments.

CONCLUSION AND MANAGERIAL IMPLICATIONS

This study set out to investigate the influence of compensation, career development, and organisational commitment on turnover intention among academic staff in Libyan public universities, with job satisfaction acting as a mediating factor and perceived organisational support serving as a moderating variable. A quantitative, cross-sectional design was adopted, collecting data from 402 academic staff across a range of public universities in Libya. The study's findings lend strong empirical support to the proposed model, revealing the intricate interplay between these critical organisational and individual-level factors in shaping faculty members' intentions to remain in or leave their institutions.

The analysis demonstrated that compensation, career development, and organisational commitment all significantly influence both job satisfaction and turnover intention. Faculty members who perceived their compensation to be fair and adequate were more likely to express satisfaction with their jobs and less likely to consider leaving. Similarly, when academic staff had access to structured and meaningful career development opportunities, such as training programs, promotions, or research funding, they reported higher levels of job satisfaction and lower turnover intentions. This aligns with previous research highlighting the importance of institutional investment in professional growth as a driver of retention (Kim, 2017; Raharjo et al., 2022).

Organisational commitment was also found to have a strong inverse relationship with turnover intention. Faculty members who identified strongly with their institutions and felt emotionally attached were far less inclined to consider leaving. This supports the three-component model proposed by Meyer and Allen (1991), particularly the role of affective commitment in fostering employee retention. The study further confirmed that job satisfaction acts as a partial mediator in

the relationship between the independent variables and turnover intention. This means that while compensation, career development, and organisational commitment have direct effects on turnover intention, part of their influence operates indirectly through their impact on job satisfaction. These findings echo those of Hussain et al. (2023), who also found that job satisfaction serves as a key pathway through which organisational conditions influence faculty members' decisions to stay or leave.

Perhaps most significantly, the study established the moderating role of perceived organisational support. Faculty members who believed their institution valued their contributions and cared about their well-being were much less likely to express turnover intentions, even if their levels of job satisfaction were moderate or low. This finding supports the theoretical propositions of Eisenberger et al. (1986), who emphasized the reciprocal nature of organisational support, when employees feel supported, they are more likely to reciprocate with loyalty and commitment. In this study, perceived organisational support amplified the protective effects of job satisfaction on turnover intention, offering a crucial lever for university administrators seeking to reduce attrition. These findings are particularly relevant in the Libyan context, where public universities face numerous challenges, including political instability, economic constraints, and talent migration. The study not only contributes to the academic literature by addressing a critical research gap in a developing country setting, but it also provides practical, actionable insights for university leadership and policymakers who are navigating complex institutional landscapes. Faculty turnover, if left unaddressed, threatens the continuity, quality, and development of higher education in Libya. The study thus advocates for a comprehensive and strategic approach to faculty retention, rooted in improving both institutional practices and organisational culture.

Several managerial implications emerge from the results. First and foremost, compensation must be treated as a strategic priority. While Libyan public universities may operate under stringent budgetary conditions, they should still strive to develop compensation structures that are fair, timely, and aligned with faculty expectations. This includes not only base salaries but also allowances for housing, research, transportation, and other professional needs. In the absence of significant increases in financial compensation, non-monetary incentives such as public recognition, awards, and academic honors can serve as cost-effective ways to boost morale (Serang et al., 2023). Furthermore, performance-based reward systems should be introduced to ensure that faculty contributions in teaching, research, and service are appropriately acknowledged.

In addition to financial remuneration, career development emerged as a powerful factor in shaping both job satisfaction and retention. Faculty members who feel that their professional growth is supported are more likely to remain committed and engaged. Therefore, institutions should invest in structured career development programs, including regular workshops, training sessions, and mentorship initiatives. These efforts should be institutionalized rather than ad hoc, with clear metrics for success and integration into broader institutional strategies. Encouraging faculty participation in national and international academic events can also broaden their perspectives, enhance their professional networks, and foster a sense of belonging to the global academic community.

Organisational commitment, particularly affective commitment, should also be nurtured through intentional and inclusive management practices. When academic staff feel aligned with the mission and values of their institution, they are less likely to consider external opportunities. University leadership can strengthen this commitment by promoting transparency, ensuring that decision-making processes are inclusive, and creating opportunities for faculty to contribute meaningfully to institutional governance. Building a culture of academic freedom, respect, and collegiality further supports this goal and helps retain top talent.

Job satisfaction, serving as the key mediating variable in this study, warrants special attention from institutional leaders. Faculty members' day-to-day experiences, including their workload, autonomy, recognition, and interactions with administration, have profound effects on their overall satisfaction. Thus, universities should strive to create environments where academic staff feel empowered, appreciated, and able to perform their roles effectively. Department heads and deans should be trained in transformational leadership approaches that emphasize empathy, vision, and faculty development. Streamlining administrative processes, reducing bureaucratic burdens, and enhancing academic support services can also go a long way in improving faculty satisfaction.

Equally important is the enhancement of perceived organisational support. Faculty members need to believe that their institution stands behind them, not just in moments of professional achievement but also during periods of personal or professional difficulty. This can be achieved by institutionalizing supportive policies such as flexible work arrangements, transparent grievance mechanisms, and counseling services. Celebrating faculty milestones, offering letters of appreciation, and responding promptly to academic concerns are also simple but powerful ways to convey institutional support. As demonstrated in this study, the presence of strong perceived support can significantly reduce the impact of job dissatisfaction on turnover intention.

Given the unique socio-political environment in Libya, retention strategies must be tailored to the country's specific realities. Public universities often operate in contexts marked by resource scarcity, political uncertainty, and fragmented governance structures. Accordingly, interventions should be phased and pragmatic. For instance, while large-scale infrastructure improvements may be constrained by financial limitations, low-cost initiatives such as enhancing internal communication, promoting mutual respect, and increasing administrative responsiveness can have substantial impacts on morale and retention. University administrators must also work collaboratively with national education authorities to advocate for policy reforms that standardize salaries, clarify promotion pathways, and ensure consistency across institutions.

Moreover, institutions should adopt evidence-based human resource management practices. Regular staff surveys, exit interviews, and satisfaction audits can help universities track faculty sentiments and identify early warning signs of disengagement. These tools, when used effectively, create feedback loops that allow institutions to respond proactively to emerging issues. Embracing data analytics in human resource decision-making will enable university leadership to forecast turnover trends and develop targeted interventions.

Finally, there is a need for deeper collaboration between universities, the Ministry of Higher Education, and international development partners. The challenges faced by Libyan public

universities, ranging from underfunding to brain drain, require systemic solutions that go beyond the institutional level. Joint initiatives focused on capacity building, leadership development, and academic mobility can help elevate the quality and sustainability of higher education in the country.

In conclusion, the study underscores the multifaceted nature of faculty turnover in Libyan public universities. Compensation, career development, and organisational commitment directly shape faculty members' job satisfaction and intentions to stay, while job satisfaction mediates these effects and perceived organisational support moderates them. Addressing faculty turnover, therefore, requires an integrated, holistic approach that tackles both institutional conditions and psychological perceptions. University administrators, policymakers, and educators must recognize that retaining academic talent is not merely a financial issue, it is a strategic imperative that touches on governance, culture, and national development. By creating environments that foster motivation, growth, recognition, and support, Libyan universities can not only reduce turnover but also cultivate a resilient and committed academic workforce, essential for the country's educational and socio-economic progress.

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