

A Study Of Faculty Attrition In Higher Education Institutions- A Review Based Study

Hemant Kumar Mishra¹, Dr. Sidharth Jain²

¹Research Scholar IBMC, Mangalayatan University, Aligarh, (U.P.) India

²Professor IBMC, Mangalayatan University, Aligarh, (U.P.) India

Abstract

Faculty members constitute an important human resource of higher education institutions because they are responsible for teaching, research, student development, academic administration, consultancy and several other institutional activities. The departure of experienced and qualified faculty members can therefore affect academic continuity, institutional effectiveness, research productivity and educational quality. Faculty attrition has consequently emerged as an important concern in higher education, particularly in an environment characterized by changing academic expectations, increasing workload, competition for qualified faculty and growing opportunities for professional mobility. The present paper reviews the existing literature on faculty attrition in higher education institutions. The review is based exclusively on the studies contained in the shared literature-review material. The literature covers different geographical and institutional contexts and examines faculty attrition through related concepts such as turnover intention, faculty retention, job satisfaction, organizational commitment, compensation, workload, career development, institutional support, organizational climate, work-life balance and professional autonomy. The review indicates that faculty attrition is not caused by a single factor. Instead, it results from the interaction of financial, organizational, professional and psychological conditions experienced by academic employees.

Compensation and remuneration emerge as important determinants, although the literature also indicates that salary alone cannot guarantee faculty retention. Job satisfaction is consistently associated with lower turnover intention, while dissatisfaction with workload, compensation, promotion, recognition and working conditions tends to increase the desire to leave. Organizational commitment is another important factor, with several studies showing that satisfied faculty members develop stronger emotional attachment to their institutions and consequently demonstrate lower turnover intention. Career advancement, professional development, autonomy, institutional support, mentoring, recognition and transparent promotion systems also contribute to retention. The literature further highlights excessive workload, occupational stress, burnout and work-life imbalance as significant contributors to faculty attrition. Recent studies have expanded the discussion to include gender, career stage, institutional autonomy, employee poaching, resilience, psychological well-being and changing expectations of academic employees. Indian studies particularly emphasize compensation, workload, institutional support, organizational climate, promotion, career development and work-life balance. Overall, the literature demonstrates that faculty attrition is a multidimensional phenomenon and that effective retention requires a comprehensive institutional approach.

Keywords: Faculty Attrition, Faculty Retention, Turnover Intention, Higher Education, Job Satisfaction, Organizational Commitment, Compensation, Work Environment.

1. Introduction

Higher education institutions depend heavily on the availability of qualified, competent and committed faculty members. Faculty members are not merely employees responsible for classroom teaching; they contribute to teaching, research, curriculum development, student mentoring, academic administration, consultancy, community engagement and institutional development. Their experience, professional knowledge and institutional familiarity are valuable resources that contribute to the continuity and effectiveness of academic institutions. Consequently, the departure of faculty members can create difficulties that extend beyond the immediate requirement of recruiting replacements. Faculty attrition refers broadly to the loss or departure of faculty members from an institution. It is closely related to faculty turnover, turnover intention and faculty retention. While actual attrition concerns faculty members who leave their institutions, turnover intention refers to the individual's inclination or intention to leave. Faculty retention represents the ability of an institution to retain qualified academic employees over time. The literature reviewed in the present study frequently examines turnover intention as an indicator of potential future attrition. This is important because intention to leave can emerge before actual departure and can therefore provide an indication of emerging retention problems.

The issue of faculty attrition has become increasingly important because higher education institutions operate in competitive environments in which qualified faculty members may have opportunities to move between institutions. The literature contained in the shared material demonstrates that faculty members may consider leaving because of inadequate compensation, excessive workload, poor organizational climate, limited promotion opportunities, weak institutional support, insufficient recognition, inadequate autonomy, job insecurity or better opportunities elsewhere. At the same time, the literature demonstrates that faculty retention cannot be explained solely through financial considerations. Faculty members evaluate their employment experience through several dimensions. They may consider whether their work provides professional growth, whether promotion systems are fair, whether their contributions are recognized, whether they have sufficient autonomy, whether the organizational environment is supportive and whether they can maintain an acceptable balance between professional and personal responsibilities. These dimensions influence job satisfaction and organizational commitment, which in turn influence retention.

Job satisfaction is one of the most frequently examined concepts in the literature on faculty turnover. Faculty members who experience greater satisfaction generally demonstrate lower intentions to leave. Satisfaction itself is multidimensional and may be influenced by compensation, working conditions, relationships with colleagues and supervisors, workload, promotion, autonomy, recognition and professional development. The literature consequently treats job satisfaction as an important link between institutional conditions and faculty retention. Organizational commitment also occupies an important position in the literature. Several studies show that job satisfaction can strengthen employees' emotional attachment to their institutions, while stronger organizational commitment reduces turnover intention. The relationship therefore extends beyond the immediate satisfaction of the employee. An institution that creates supportive conditions may encourage faculty members to develop loyalty and attachment, thereby reducing the likelihood of departure.

The workload associated with academic employment is another recurring issue. Faculty members are often expected to manage teaching, research, student supervision, administrative responsibilities and institutional activities simultaneously. When these responsibilities are excessive or inadequately supported, faculty members may experience occupational stress and burnout. The literature indicates that stress and burnout can reduce job satisfaction and increase turnover intention. Indian studies contained in the shared material provide particularly useful evidence concerning the conditions experienced by faculty members in Indian higher education institutions. These studies identify compensation, workload, career advancement, institutional support, organizational climate, perceived equity, burnout, work-life balance and academic autonomy as important factors associated with faculty retention or attrition.

The present paper therefore examines faculty attrition from a broad perspective. It does not restrict the discussion to any particular city, region or category of institution. Instead, it brings together the evidence contained in the shared literature to identify the major factors associated with faculty attrition and to examine the role of job satisfaction in faculty retention.

2. Objectives of the Study

The present study has the following two objectives:

1. To identify the major factors influencing faculty attrition in higher education institutions.
2. To examine the relationship between job satisfaction and faculty retention.

3. Hypotheses of the Study

The hypotheses corresponding to the above objectives are as follows:

H0₁: There is no significant relationship between the major factors influencing faculty attrition in higher education institutions and faculty attrition.

H0₂: There is no significant relationship between job satisfaction and faculty retention in higher education institutions.

These hypotheses provide a simple framework for the proposed empirical study. The first hypothesis allows the researcher to examine factors such as compensation, workload, career development, organizational support, promotion, work environment and other determinants identified from the literature. The second focuses specifically on the relationship between job satisfaction and faculty retention.

4. Review of Literature

4.1 Early Evidence on Job Satisfaction and Faculty Attrition

Hussain and Ghulam (2017) investigated job satisfaction as a predictor of turnover intention among college faculty members working in public and private sector colleges in Gilgit-Baltistan, Pakistan. The study examined the relationship between job satisfaction, demographic variables and faculty turnover intention. Data were collected from 100 faculty members, including lecturers, assistant professors and associate professors. Standardized instruments were used to measure job satisfaction and turnover intention, while independent sample t-test, Pearson correlation and hierarchical regression were applied. The findings demonstrated that job satisfaction significantly and negatively predicted turnover intention. Faculty members with lower job satisfaction showed stronger intentions to leave, while greater satisfaction reduced turnover tendencies. Pay, fringe benefits, coworkers, nature of work and communication were among the dimensions associated with turnover intention. Pay satisfaction emerged as one of the strongest predictors. Differences were also observed according to marital status and employment sector, with private-sector faculty reporting comparatively higher turnover intention. The study concluded that improving compensation, communication, organizational support, supervisory practices and overall job satisfaction could strengthen faculty retention.

Mabaso and Dlamini (2017) examined the impact of compensation and fringe benefits on job satisfaction among academic staff in higher education institutions in South Africa. The study collected data from 279 academic employees at two universities of technology and employed a structured questionnaire based on the World at Work Total Rewards Model. Correlation, regression and factor analysis were used to examine the relationships between compensation, benefits and job satisfaction. The findings showed a positive and statistically significant relationship between compensation and job satisfaction. Salary, equitable remuneration, promotional opportunities, recognition and financial rewards were identified as important contributors to satisfaction and retention. Competitive compensation packages increased commitment, motivation, loyalty and organizational attachment. However, fringe benefits did not demonstrate a statistically significant relationship with job satisfaction in the study context. Inadequate salaries, insufficient rewards, limited promotion opportunities and inequitable compensation were associated with reduced morale and higher turnover intention. The study concluded that higher education institutions should design competitive compensation systems to attract and retain qualified academic staff.

These studies establish two important foundations for understanding faculty attrition. First, job satisfaction is closely connected with turnover intention. Second, compensation is an important component of faculty satisfaction. However, the later literature indicates that financial factors are only one component of the broader retention process.

4.2 Compensation and Non-Financial Determinants

Agyapong, Asiamah and Cudjoe (2019) examined compensation packages and employees' intention to quit in a technical university in Ghana, with particular attention to academic staff retention. The study investigated salaries, allowances, fringe benefits, bonuses and incentive packages using data from 100 academic staff members. PLS-SEM was employed to analyse the relationships. The findings showed that the individual compensation variables did not have statistically significant relationships with intention to quit, although their relationships with turnover intention were negative. This suggested that improvements in compensation may reduce the inclination to leave, but monetary rewards alone were insufficient to explain faculty retention. Career development, autonomy, empowerment, organizational trust, promotion prospects and supportive work environments were also important. The movement of experienced academic staff toward better opportunities elsewhere created institutional difficulties through loss of experience, increased workload and operational disruption. The study consequently recommended a balanced retention strategy combining monetary and intrinsic motivational factors.

Gutiérrez-Banegas (2019) conducted a literature review concerning factors influencing job satisfaction, with special emphasis on universities and academic institutions. The review identified job satisfaction as a multidimensional construct influenced by work environment, organizational climate, remuneration, recognition, autonomy, growth opportunities and interpersonal relationships. In university settings, salary, workload, participation in decision-making, organizational culture, recognition, promotion and relationships with colleagues and students were important factors. Excessive workload, administrative pressure and imbalance between teaching and research contributed to dissatisfaction, stress, absenteeism and turnover intentions. Conversely, supportive leadership, collaborative culture, autonomy, professional development and effective communication strengthened faculty morale and institutional commitment. The study concluded that universities should adopt strategic human-resource practices and supportive organizational environments to improve faculty satisfaction and retention.

Adeel, Nawaz and Imran (2019) examined the role of Psychological Capital in influencing job satisfaction and intention to leave among faculty members in higher education institutions in D.I. Khan, Pakistan. The study focused on self-efficacy, hope, optimism and resilience as positive psychological capacities. The findings revealed a significant positive relationship between Psychological Capital and job satisfaction and a significant negative relationship between Psychological Capital and intention to leave. Faculty members with stronger psychological resources were more satisfied and less likely to develop turnover intentions. Workplace conditions, organizational support, interpersonal relationships, promotion opportunities, work environment and emotional well-being also influenced satisfaction. Senior faculty members demonstrated comparatively higher Psychological Capital and lower turnover intention. The study concluded that supportive leadership, organizational encouragement, professional development and positive institutional climate can improve satisfaction, reduce turnover intention and strengthen faculty retention.

These studies broaden the understanding of faculty attrition by showing that remuneration must be considered alongside autonomy, organizational trust, professional development, leadership, psychological resources and workplace conditions.

4.3 Compensation, Talent Management and Organizational Commitment

Bello and Alhyasat (2020) examined compensation practices and job satisfaction among faculty members in private higher education institutions in Saudi Arabia, focusing on the mediating role of talent management. The study considered salary structures, housing allowances, medical insurance, promotion opportunities, bonuses, special allowances and other financial rewards. The review established that fair, equitable and competitive compensation systems contribute to faculty satisfaction and organizational commitment. Dissatisfaction with compensation was associated with low morale, reduced productivity and higher turnover intention. Talent management strengthened the positive relationship between compensation and job satisfaction through training and development, promotion policies, recognition systems and equitable rewards. Institutions using effective talent-management strategies demonstrated stronger faculty satisfaction and retention. The study concluded that compensation should be supported by effective talent management to improve faculty motivation, commitment, performance and long-term retention.

Ngatuni and Matoka (2020) examined job satisfaction, organizational affective commitment and turnover intentions among university academicians in Tanzania. The study involved 300 academicians from five public universities and employed descriptive analysis, multiple regression and mediation analysis. Job satisfaction and affective organizational commitment significantly and negatively influenced turnover intentions. Satisfied faculty members with stronger emotional attachment to their universities demonstrated lower intentions to leave. Affective commitment partially mediated the relationship between job satisfaction and turnover intention. Workload stress, inadequate institutional support, reduced work autonomy and poor working conditions contributed to dissatisfaction and turnover intention. Faculty members with doctoral qualifications and longer organizational tenure reported comparatively lower turnover intentions. The study found that organizational commitment was particularly important in reducing turnover and recommended faculty development, improved working conditions, transparent governance, recognition and professional growth opportunities.

The evidence from these studies indicates that faculty retention involves more than employee satisfaction with individual rewards. Organizational commitment provides an important mechanism through which institutional conditions influence the decision to remain or leave.

5. Faculty Retention and Human Resource Management

Cariappa and Maity (2021) critically reviewed the determinants influencing faculty retention in higher education institutions with emphasis on human-resource management practices. The review examined reward and remuneration, compensation, employer branding, work-life balance, training and development and performance appraisal. Institutions experiencing high faculty attrition were associated with poor compensation systems, weak HR policies, inadequate infrastructure, insufficient training opportunities, unsatisfactory appraisal systems and imbalance between professional and personal life. Reward and recognition improved motivation, organizational commitment and retention intention. Employer branding influenced long-term association with institutions, while work-life balance improved satisfaction and reduced turnover intention. Training and development improved competence, satisfaction and organizational loyalty, while fair and transparent performance appraisal strengthened employee confidence and retention. The study concluded that higher education institutions should implement effective HR strategies to retain qualified faculty members.

Hoyos and Serna (2021) examined the relationship between extrinsic and intrinsic rewards and faculty turnover intention among full-time university faculty members in Colombian business schools. Extrinsic rewards included working conditions, salary satisfaction, benefits and promotion opportunities, while intrinsic rewards included role clarity, autonomy, feedback, participation in decision-making, training and skill variety. Satisfaction with working conditions, fair salary, role clarity and personal autonomy significantly reduced turnover intention. Faculty members who perceived favorable working conditions, equitable salaries, clearly defined responsibilities and greater autonomy were more likely to remain. The study also found differences in turnover tendencies according to reward satisfaction and certain demographic characteristics. The study concluded that faculty retention depends not only on financial rewards but also on psychological and professional satisfaction, institutional support and autonomy.

Mabaso and Dlamini (2021) again examined compensation and benefits among academic staff in South African higher education institutions. The study found that compensation had a positive and statistically significant relationship with job satisfaction. Salary, remuneration and financial rewards contributed to motivation, satisfaction, commitment and willingness to remain. Compensation emerged as the strongest predictor of job satisfaction, whereas fringe benefits did not show a significant relationship. The study emphasized that non-competitive salaries can negatively influence academic staff retention and recommended equitable compensation strategies for attracting, motivating and retaining qualified faculty.

Moin and Hassan (2021) examined factors affecting faculty retention in higher education institutions in Pakistan, emphasizing job satisfaction, organizational policies, compensation, governance, motivation and professional development. Job security, promotion opportunities, supportive colleagues, organizational policies, compensation, workload management and institutional support significantly influenced faculty satisfaction and retention. Inadequate salaries, lack of recognition, limited career advancement, weak governance and poor working conditions contributed to dissatisfaction and turnover intention. Intrinsic factors such as autonomy, empowerment, recognition, flexible policies, research support and participative governance strengthened organizational commitment. Positive relationships, administrative support, fair promotion and equitable treatment also improved morale and institutional attachment. The study concluded that effective retention policies should integrate monetary and non-monetary strategies.

Maryam, Ali, Rizvi and Farooq (2021) examined motivation, organizational commitment and turnover intentions among faculty members in Pakistani higher education institutions. The study used Self-Determination Theory, Organizational Commitment Theory and the Theory of Planned Behaviour. Intrinsic motivation significantly reduced turnover intention, while absence of motivation and extrinsic motivation did not directly influence turnover intention. Organizational commitment mediated the relationship between motivation and turnover intentions. Affective and normative commitment had negative relationships with turnover intention, whereas continuance commitment showed a positive relationship in the study context. Motivated faculty members developed stronger organizational commitment, which subsequently reduced their intention to leave. Supportive environments, recognition, professional development and employee-centred policies were recommended for improving retention.

Taken together, the 2021 literature demonstrates that faculty retention is strongly connected with human-resource management. Compensation, promotion, recognition, professional development, work-life balance, autonomy, institutional support and organizational commitment operate together rather than independently.

6. Workload, Stress and Burnout

Sharma and Syal (2022) conducted a conceptual analysis of turnover intention among faculty members in higher education institutions. The study identified organizational, individual and workload-related factors influencing faculty members' intentions to leave. Job satisfaction was identified as one of the strongest predictors. Low satisfaction, excessive workload, occupational stress, weak organizational commitment, poor supervisory support, limited autonomy and inadequate compensation were associated with stronger turnover intentions. The study distinguished between push factors, such as dissatisfaction with salary, promotion, workload and management practices, and pull factors, such as better career opportunities, higher salaries, improved work-life balance and professional growth elsewhere. Organizational climate, leadership, workload pressure, work-life balance and institutional support were found to influence faculty retention decisions.

Annamalai (2022) examined perceived equity, job enrichment and burnout among educators in Indian private universities. Data were collected from 272 faculty members and analysed through Structural Equation Modelling. Perceived equity and job enrichment positively influenced job satisfaction, while burnout negatively

affected job satisfaction. Job satisfaction had a significant negative effect on the desire to quit. The study identified excessive teaching workload, administrative responsibilities, research pressure, consultancy expectations, job insecurity, inadequate remuneration and insufficient institutional support as important contributors to dissatisfaction and turnover intention. Burnout and work-related stress were associated with lower job satisfaction and stronger intentions to leave. The study concluded that improving job enrichment, ensuring equity, reducing burnout and strengthening satisfaction can contribute to lower faculty attrition. These findings are particularly important because academic work involves multiple responsibilities. Faculty members may simultaneously face teaching, research, administrative, mentoring and institutional obligations. Where the workload becomes excessive without adequate support, stress and burnout can undermine satisfaction and increase the likelihood of attrition.

7. Job Satisfaction and Organizational Commitment

Gessese and Premanandam (2023) examined the mediating role of affective commitment in the relationship between job satisfaction and turnover intention among academic employees in higher education institutions in Addis Ababa, Ethiopia. Data were collected from 319 full-time academic employees from public and private universities, and Structural Equation Modelling was used to test the proposed relationships. Job satisfaction had a significant positive relationship with affective commitment, while affective commitment had a significant negative relationship with turnover intention. Affective commitment fully mediated the relationship between job satisfaction and turnover intention. Supportive organizational relationships, professional development opportunities, reward systems, collegial work environments and fair institutional practices strengthened commitment. The study concluded that higher education institutions should strengthen affective commitment through research support, training, development, supportive organizational climates and employee-centred management practices.

This study provides particularly strong support for the second objective of the present research. It suggests that job satisfaction is closely connected with retention, but that the relationship may operate through employees' emotional attachment and commitment to their institutions.

8. Contemporary Evidence from Higher Education Institutions

Mathur (2024) examined determinants of faculty retention in private professional colleges. The study considered compensation, job satisfaction, work environment, career development, institutional support, organizational culture and work-life balance. Quantitative data were collected from 200 faculty members through structured questionnaires, while qualitative information was obtained through interviews and focus-group discussions. Competitive salary packages, supportive work environments, collegiality, professional development, research support, transparent promotion criteria and grievance-redressal mechanisms influenced satisfaction and retention. The study also identified dissatisfaction concerning compensation, administrative support and institutional responsiveness to grievances. It concluded that retention requires competitive compensation, institutional support, work-life balance, faculty development, transparent promotion and collaborative culture.

Verma and Kaur (2024) examined faculty retention in Indian higher education institutions through HR climate, organizational trust and organizational commitment. The study used 537 valid responses from faculty members working in central, state, private and deemed universities across Punjab and Chandigarh. Exploratory Factor Analysis and PLS-SEM were used. HR climate had a significant positive influence on faculty retention. Mentoring, institutional support and employee benefits emerged as major dimensions of HR climate, with institutional support demonstrating the greatest relative importance. Organizational commitment and organizational trust significantly mediated the relationship between HR climate and retention. Supportive policies, transparent communication, fair evaluation, career advancement, mentoring, compensation and professional development strengthened commitment and trust. Organizational commitment demonstrated a comparatively stronger effect on retention than organizational trust.

Chen and Chen (2024) examined turnover intentions among international academics working in Japanese universities through semi-structured interviews with 40 full-time international academics. Organizational culture, trust, professional roles, permanent employment, career advancement and institutional integration emerged as important considerations. Hierarchical organizational structures, inadequate recognition and exclusionary institutional cultures contributed to turnover intention. At the same time, family attachment,

quality of life, safety and stability encouraged retention. Age, proximity to retirement, research specialization, tenure-track opportunities and research funding also influenced mobility. The study concluded that universities should create inclusive, supportive and trust-based environments and provide tailored institutional support.

Danxin, Mohamed and Rahman (2024) conducted a bibliometric analysis of teachers' turnover intention in higher education. The study examined 82 Scopus-indexed articles covering 2003 to 2023. Publications concerning faculty turnover intention increased substantially after 2019. Job satisfaction, organizational commitment, burnout, work-family conflict, work engagement, person-organization fit and job embeddedness were identified as important themes. Excessive workload, lack of organizational support, poor work-life balance, stress, inadequate transparency, gender inequality and limited career opportunities were associated with turnover intention. Supportive organizational culture, engagement, equitable treatment, autonomy, commitment and positive person-organization fit reduced turnover intention and strengthened retention.

Gessese and Premanandam (2024) examined gender, age and turnover intention among academic employees in higher education institutions in Addis Ababa. The study found significant turnover intentions among academic employees and reported higher turnover intentions among female faculty members than male faculty members. Work-family imbalance, domestic responsibilities, limited professional advancement and gender-related institutional challenges were identified as relevant factors. Middle-aged academic employees demonstrated comparatively higher turnover intentions, associated with research responsibilities, family obligations, promotion requirements, workload stress and career expectations. Older employees demonstrated lower turnover intention because of stronger organizational attachment, accumulated experience and stable professional relationships.

These contemporary studies reinforce the central argument that faculty attrition is multidimensional. The literature has expanded from traditional concerns such as compensation and job satisfaction toward organizational climate, trust, gender, career stage, work-life balance and institutional integration.

9. Recent Developments in Faculty Attrition Research

Mishra, Mohanty and Sundaray (2026) examined job satisfaction and turnover intention among faculty members in management institutes in India, focusing on organizational commitment as a mediating variable. Job satisfaction significantly and negatively influenced turnover intention, while organizational commitment partially mediated the relationship. Supportive institutional policies, recognition and a healthy academic environment enhanced faculty satisfaction and commitment. The study recommended strengthening both job satisfaction and organizational commitment to reduce faculty turnover and improve institutional stability.

Sharma and Pandey (2026) conducted a systematic review concerning organizational climate and occupational stress among female faculty members in India. The review identified excessive workload, inadequate institutional support, lack of recognition, limited participation in decision-making, role conflict, work-life imbalance and gender discrimination as major stressors. Supportive organizational environments were associated with lower stress, greater job satisfaction, stronger commitment and improved psychological well-being. Positive leadership, communication, professional development and flexible policies were identified as important mechanisms for reducing occupational stress.

Nkosi and Myende (2026) examined the experiences of early-career women academics in South African higher education institutions. The study identified role conflict arising from teaching, research, community engagement, administrative responsibilities and caregiving obligations. Emotional labour, mentoring responsibilities and domestic responsibilities contributed to stress, exhaustion, burnout and work-life imbalance. Limited mentorship, gender stereotypes, male-dominated academic networks and restricted research opportunities negatively affected career progression. The study recommended gender-sensitive policies, equitable workload distribution, mentoring programmes and supportive institutional environments.

Momin (2026) examined faculty job satisfaction and retention in colleges in the Mumbai region. The study considered salary, workload, promotion opportunities, job security, leadership, organizational climate and academic autonomy. Contractual insecurity, delayed promotions, excessive administrative workload and dependence on temporary faculty emerged as important causes of dissatisfaction and attrition. Positive work climate, participative leadership, transparent promotion, academic autonomy and secure employment strengthened loyalty and commitment. The study concluded that salary alone does not determine retention and that organizational culture, leadership, professional growth and employment security collectively influence faculty retention.

Sofiyan et al. (2026) investigated financial rewards, cultural openness and employee poaching among lecturers in private universities in Indonesia. Inadequate compensation and weak reward systems increased turnover intention and made highly qualified lecturers more vulnerable to recruitment by competing institutions. Employee poaching emerged as an important predictor of turnover intention and mediated the relationship between financial rewards and turnover intention. Competitive remuneration, career growth, balanced workload and supportive environments were associated with stronger retention.

Gautam (2026) examined institutional autonomy and faculty retention in Indian higher education institutions under NEP 2020, with work-life balance as a mediating variable. Institutional autonomy positively influenced faculty retention, particularly where faculty members experienced supportive work-life conditions. Academic freedom, flexible scheduling, research autonomy and decentralized decision-making strengthened organizational commitment. Work-life balance mediated the relationship between autonomy and retention. However, increased autonomy could also create additional administrative responsibilities, documentation burdens and performance pressures. The study therefore highlighted the need to balance autonomy with faculty well-being.

Badua (2026) examined resilience, workplace stress and turnover intentions among employees in private higher education institutions in the Philippines. The study found a statistically significant but weak negative relationship between resilience and turnover intention and a moderate positive relationship between workplace stress and turnover intention. Workload pressure, administrative responsibilities, performance expectations and organizational demands contributed to burnout, emotional exhaustion and withdrawal behaviour. The study recommended stress-management initiatives, resilience-building programmes, workload optimization and employee-wellness interventions.

Peemanee et al. (2026) examined employee benefits, motivation, performance and turnover intention among Generation Y and Generation Z employees in Thai SMEs. Although the study was not specifically concerned with faculty members, it provides supporting evidence regarding changing employee expectations. Non-monetary benefits such as career development, flexible work arrangements, supportive organizational climate, recognition and work-life balance were identified as important for retention. The study suggested that younger employees increasingly value flexibility, autonomy, growth opportunities and psychological well-being alongside traditional financial rewards.

Widiatmaka et al. (2026) examined spiritual intelligence, emotional climate, work sanctification, job satisfaction and turnover intention among teachers and trainers in educational institutions in Indonesia. Spiritual intelligence improved emotional climate, work sanctification and job satisfaction, which collectively reduced turnover intention. Negative emotional climate and discipline-related stress contributed to turnover intention, while supportive work environments and meaningful work strengthened retention. Job satisfaction and work sanctification acted as mediating variables.

Kakar, Ali and Kakar (2026) examined reverse culture shock, job satisfaction and turnover intention among returnee faculty members in universities of Balochistan, Pakistan. Reverse culture shock reduced job satisfaction and increased turnover intention. Faculty members returning after foreign education experienced difficulties associated with differences between their expectations and organizational realities. Lack of autonomy, inadequate research environments, poor reward systems, limited professional opportunities and unsupportive organizational cultures contributed to dissatisfaction. The study concluded that reintegration policies, supportive organizational climate, academic autonomy, research opportunities and retention-oriented institutional practices could help reduce attrition among returnee academics.

10. Thematic Synthesis of the Literature

The chronological review demonstrates that the factors influencing faculty attrition can be grouped into several broad dimensions. These dimensions are directly relevant to the first objective of the present study.

10.1 Compensation and Financial Rewards

Compensation is one of the most frequently examined determinants of faculty satisfaction and retention. Several studies show that competitive and equitable remuneration improves job satisfaction, motivation, commitment and willingness to remain. At the same time, some studies indicate that monetary rewards alone are insufficient to explain turnover intention. This suggests that compensation should be understood as an important but not exclusive determinant of faculty attrition.

10.2 Job Satisfaction

Job satisfaction is a central variable in the literature. The evidence consistently suggests that higher job satisfaction is associated with lower turnover intention. Faculty members who are satisfied with compensation,

working conditions, relationships, professional development, autonomy and institutional practices are generally more likely to remain.

10.3 Organizational Commitment

Organizational commitment is another important determinant. The literature shows that satisfaction may strengthen emotional attachment to an institution, while stronger attachment reduces the desire to leave. Organizational commitment therefore provides an important link between institutional conditions and faculty retention.

10.4 Workload and Burnout

Excessive workload is repeatedly identified as a contributor to faculty dissatisfaction, stress and turnover intention. Teaching, research, administration and other institutional responsibilities can collectively create substantial pressure. Burnout further reduces job satisfaction and can increase the desire to leave.

10.5 Career Development and Promotion

Career advancement is another recurring determinant. Faculty members value promotion opportunities, professional development, training and research support. Limited career progression, delayed promotions and lack of professional opportunities may encourage faculty members to seek alternatives elsewhere.

10.6 Institutional Support

Institutional support includes administrative assistance, mentoring, research support, communication, grievance redressal and supportive leadership. The literature indicates that institutions providing stronger support tend to generate higher satisfaction, trust and commitment.

10.7 Work Environment and Organizational Climate

Organizational climate affects how faculty members perceive their institutions. Supportive and collaborative environments strengthen satisfaction and commitment, whereas exclusionary or unsupportive cultures can contribute to turnover intention. Organizational culture is therefore an important component of the broader faculty-retention framework.

10.8 Work-Life Balance

Work-life balance has become increasingly prominent in the literature. Work-family conflict, excessive workload and inflexible institutional arrangements can contribute to turnover intention, while flexible policies and supportive work environments can strengthen retention.

10.9 Autonomy and Participation

Academic autonomy, participation in decision-making and professional independence are important non-financial determinants. Faculty members who experience autonomy and participation may develop stronger institutional attachment. However, the recent literature indicates that autonomy without adequate support can also generate additional administrative and performance pressures.

10.10 Demographic and Career-Stage Factors

The literature also identifies differences according to gender and age. Female faculty may experience additional work-family pressures and gender-related institutional challenges, while middle-aged faculty may face combined career, family and promotion pressures. Older faculty members may demonstrate greater institutional attachment because of accumulated experience and established professional relationships.

11. Overall Discussion

The literature clearly indicates that faculty attrition is a multidimensional phenomenon. No single factor can adequately explain why faculty members leave higher education institutions. Instead, attrition appears to emerge from the interaction between employment conditions, individual perceptions, organizational relationships and external opportunities. The first major conclusion from the literature is that financial factors matter, but they are not sufficient. Salary and compensation can significantly influence job satisfaction and retention, but several studies demonstrate that faculty members also consider professional development, autonomy, recognition, institutional culture, promotion and work-life balance. The second important conclusion is that job satisfaction is central to faculty retention. Across different contexts, faculty members with higher satisfaction generally demonstrate lower turnover intention. This relationship is especially important because satisfaction is influenced by many of the factors that institutions can directly manage, including compensation, workload, recognition, promotion, leadership and working conditions. The third major conclusion concerns organizational commitment. Faculty members who develop emotional and professional attachment to their institutions are less likely to leave. The literature therefore suggests that retention policies should not merely seek to prevent dissatisfaction but should actively strengthen organizational attachment.

Supportive leadership, professional development, mentoring and recognition can contribute to such attachment.

The fourth major conclusion concerns workload and stress. Faculty attrition cannot be examined without considering the increasing range of responsibilities associated with academic work. Teaching, research, administration, student mentoring and institutional responsibilities can create substantial pressure. Where these responsibilities are not adequately balanced with institutional support and professional autonomy, stress and burnout may increase. The fifth major conclusion is that career development is essential for long-term retention. Faculty members require opportunities to progress professionally. Transparent promotion, research opportunities, professional development and recognition can strengthen the perception that the institution provides a sustainable career. The sixth conclusion is that organizational climate matters. Faculty members are more likely to remain in environments characterized by fairness, trust, communication, collegiality and support. Conversely, organizational cultures characterized by weak communication, inadequate recognition, limited participation or exclusion can increase turnover intention.

The seventh conclusion is that faculty attrition is influenced by external opportunities. Faculty members may compare their current institution with competing institutions. Better salaries, promotion opportunities, research support and professional environments elsewhere may encourage mobility. Recent literature concerning employee poaching reinforces this external dimension of faculty turnover. The literature therefore supports an integrated model in which institutional conditions influence faculty satisfaction and commitment, which subsequently influence the decision to remain or leave.

12. Research Gap

The reviewed literature provides substantial evidence concerning faculty turnover intention, faculty retention and the factors associated with academic employees' decisions to remain in or leave higher education institutions. However, the existing body of research also indicates the need for further empirical investigation into faculty attrition from a comprehensive institutional perspective. A considerable part of the existing literature examines turnover intention as an indicator of potential faculty departure rather than focusing directly on actual faculty attrition. Although intention to leave provides valuable information about employees' attitudes and future behavioural tendencies, it may not always result in actual departure. Personal circumstances, employment conditions, financial considerations, alternative opportunities and institutional factors may influence whether an intention to leave ultimately translates into actual attrition. This indicates the importance of examining faculty attrition through a broader empirical framework that considers the actual conditions influencing faculty members' decisions regarding their continued association with an institution.

The literature also shows that several factors associated with faculty attrition have been examined independently or within relatively specific frameworks. Compensation, workload, career development, promotion opportunities, organizational support, work environment, recognition, institutional climate and work-life balance have all received attention. However, these factors are closely interconnected and may collectively influence faculty members' experiences within higher education institutions. An integrated examination of these factors can provide a more comprehensive understanding of the conditions associated with faculty attrition and can help identify the relative importance of different institutional and professional factors. Job satisfaction represents another important area requiring further empirical attention. The reviewed studies generally indicate that greater job satisfaction is associated with lower turnover intention and stronger retention. However, the nature and strength of this relationship may vary according to institutional conditions, employment arrangements, organizational environment and faculty characteristics. Further investigation can therefore provide clearer evidence concerning the relationship between faculty job satisfaction and retention within the context of higher education institutions.

The literature also highlights organizational commitment as an important factor associated with faculty retention. Faculty members who develop stronger attachment and commitment toward their institutions are generally less likely to express intentions to leave. At the same time, job satisfaction, organizational support, recognition, professional development and favourable working conditions may contribute to the development of such commitment. This indicates that faculty attrition may involve a combination of individual perceptions and institutional conditions rather than being determined by a single factor. Workload, occupational stress and burnout also require continued attention. Faculty members are increasingly required to manage teaching, research, administrative responsibilities, student-related activities and other institutional duties. Excessive or poorly managed workloads may adversely affect job satisfaction, professional well-being and institutional attachment. Although the existing literature identifies workload and burnout as important concerns, further

empirical examination can provide greater understanding of their contribution to faculty attrition within different higher education settings.

Career development and professional advancement also emerge as important considerations. Opportunities for promotion, professional development, research support and career progression can influence faculty members' willingness to remain with an institution. Conversely, delayed promotion, limited advancement opportunities and inadequate professional support may encourage faculty mobility. The significance of these factors in relation to other institutional and employment conditions warrants further investigation. Work-life balance has also gained increasing importance in the literature. Academic responsibilities may extend beyond formal working hours through teaching preparation, research, student interaction, administrative activities and professional communication. Difficulties in maintaining an appropriate balance between professional and personal responsibilities may contribute to dissatisfaction and intentions to leave. Further empirical research can therefore contribute to understanding the role of work-life balance in faculty retention and attrition.

The literature further indicates that faculty experiences may differ according to demographic and professional characteristics such as gender, age, career stage and employment status. However, such differences are not necessarily consistent across institutional contexts. This creates scope for examining whether faculty attrition varies significantly across different categories of academic employees and whether institutional factors influence different groups in distinct ways. Recent research has additionally drawn attention to emerging issues such as employee poaching, institutional autonomy, psychological well-being, resilience, changing employee expectations and the increasing importance of flexibility and professional autonomy. These developments suggest that faculty attrition is influenced by changing conditions in the academic labour market. Higher education institutions therefore need to understand not only traditional determinants such as compensation and job satisfaction but also emerging professional and organizational expectations. Overall, the reviewed literature establishes that faculty attrition is a complex and multidimensional phenomenon influenced by financial, professional, organizational and individual factors. Nevertheless, there remains scope for empirical research that examines these factors collectively and evaluates their relationship with faculty attrition and retention. A comprehensive institutional perspective can provide a more meaningful understanding of the reasons faculty members remain with or leave higher education institutions and can assist institutions in developing appropriate strategies for improving faculty retention and reducing attrition.

13. Conclusion

Faculty attrition is an important issue for higher education institutions because the departure of qualified academic employees can affect teaching continuity, research productivity, institutional knowledge and organizational stability. The literature reviewed in this paper demonstrates that faculty attrition is not the result of a single cause. Instead, it reflects the combined influence of financial, professional, organizational and psychological conditions. Compensation is an important determinant of faculty satisfaction and retention. However, the literature indicates that monetary rewards alone cannot guarantee retention. Faculty members also consider promotion opportunities, career development, recognition, autonomy, institutional support, organizational climate and work-life balance when evaluating their employment.

Job satisfaction emerges as one of the most consistent factors associated with faculty retention. Faculty members who experience greater satisfaction generally demonstrate lower intentions to leave. The literature also suggests that satisfaction may strengthen organizational commitment, which further reduces turnover intention. Consequently, improving faculty retention requires institutions to address the conditions that create satisfaction as well as the factors that strengthen organizational attachment. Workload and burnout are also significant concerns. Excessive teaching, research and administrative responsibilities can contribute to stress and dissatisfaction. Institutional policies relating to workload distribution, support, flexibility and employee well-being are therefore important components of a retention strategy.

Career development represents another important dimension. Faculty members are more likely to remain where they perceive opportunities for promotion, research, training and professional advancement. Transparent promotion procedures and recognition of faculty contributions can strengthen confidence and institutional attachment. The literature also demonstrates the importance of organizational climate. Supportive leadership, mentoring, communication, collegial relationships, fair treatment and institutional trust contribute to positive faculty experiences. Conversely, weak institutional support, exclusionary cultures and inadequate recognition may increase the likelihood of turnover. Overall, the literature supports the view that faculty attrition should be studied as a multidimensional organizational phenomenon. The first objective of the present study therefore focuses on identifying the major factors influencing faculty attrition, while the second

objective concentrates on the relationship between job satisfaction and faculty retention. These two objectives provide a simple and manageable framework for empirical investigation while retaining the major themes identified in the literature.

The proposed hypotheses correspond directly to these objectives and can subsequently be tested using appropriate statistical techniques. The first hypothesis can examine whether the major factors identified from the literature significantly influence faculty attrition, while the second can determine whether job satisfaction has a significant relationship with faculty retention. The overall evidence suggests that effective faculty retention requires more than recruitment or salary revision. Higher education institutions need to create an environment in which faculty members experience fair compensation, manageable workloads, professional growth, recognition, supportive leadership, autonomy, work-life balance and meaningful organizational attachment. Such an integrated approach can contribute to reducing faculty attrition and strengthening the long-term stability and effectiveness of higher education institutions.

References

1. Hussain, S. and Ghulam, A. (2017). 'Job Satisfaction and Turnover Intentions among College Faculty in Gilgit-Baltistan, Pakistan', *Pakistan Business Review*, 19(3), pp. 810–825.
2. Mabaso, C.M. and Dlamini, B.I. (2017). 'Impact of compensation and benefits on job satisfaction', *Research Journal of Business Management*, 11(2), pp. 80–90.
3. Agyapong, D., Asiamah, M. and Cudjoe, E.A. (2019). 'Effect of compensation package on staff intention to quit in technical university: A structural equation approach', *Asian Journal of Economics, Business and Accounting*, 11(2), pp. 1–13.
4. Gutiérrez-Banegas, A. (2019). 'Factors of job satisfaction in universities', *International Journal of Advanced Engineering, Management and Science*, 5(8), pp. 481–492.
5. Adeel, M., Nawaz, A. and Imran, M. (2019). 'Role of PsyCap in job satisfaction and intention to leave: A survey of faculty from higher education institutions in D.I. Khan', *Journal of Managerial Sciences*, 13(4), pp. 38–47.
6. Bello, Z. and Alhyasat, W. (2020). 'Compensation Practices on Job Satisfaction of Faculty Members in Private HEI in Saudi Arabia: Mediating Role of Talent Management', *International Journal of Human Resource Studies*, 10(4), pp. 37–47.
7. Ngatuni, P. and Matoka, C. (2020). 'Relationships among job satisfaction, organizational affective commitment and turnover intentions of university academicians in Tanzania', *The Pan-African Journal of Business Management*, 4(1), pp. 47–68.
8. Cariappa, P. and Maity, B. (2021). 'The Determinants of Faculty Retention in Higher Education Institutions: A Review of Literature', *Aayushi International Interdisciplinary Research Journal*, 8(10), pp. 72–80.
9. Hoyos, C.A. and Serna, C.A. (2021). 'Rewards and faculty turnover: An individual differences approach', *Cogent Education*, 8(1), pp. 1–21.
10. Mabaso, C.M. and Dlamini, B.I. (2021). 'Recent Study on the Impact of Compensation and Benefits on Job Satisfaction', in *Insights into Economics and Management*, Vol. 7, pp. 55–68.
11. Moin, N. and Hassan, S.S. (2021). 'The prospects affecting faculty retention in Higher Education Institutions (HEIs) in Pakistan', *Pakistan Journal of International Affairs*, 4(1), pp. 439–456.
12. Cariappa, P. and Maity, B. (2021). 'The Determinants of Faculty Retention in Higher Education Institutions: A Review of Literature', *Aayushi International Interdisciplinary Research Journal*, 8(10), pp. 72–80.
13. Maryam, S.Z., Ali, F., Rizvi, M. and Farooq, S. (2021). 'Demonstrating the motivational scale for commitments toward teachers' turnover intentions using self-determination theory: a case of higher education institutions in Pakistan', *International Journal of Educational Management*, 35(2), pp. 365–381.
14. Sharma, G. and Syal, S. (2022). 'A conceptual analysis of employee turnover intention: The causes of turnover intention in the faculties in higher educational institutions', *International Journal of Research in Finance and Management*, 5(2), pp. 283–289.
15. Annamalai, S. (2022). 'Influence of perceived equity, job enrichment, and burnout among educators in Indian private universities on job satisfaction and the desire to quit', *Frontiers in Education*, 7, 991068.
16. Gessesse, K.T. and Premanandam, P. (2023). 'The mediating role of affective commitment on the relationship between job satisfaction and turnover intention using structural equation modeling: Empirical evidence from Higher Education Institutions in Addis Ababa, Ethiopia', *Cogent Social Sciences*, 9(1), 2202959.

17. Mathur, A. (2024). 'A Study of Faculty Retention Factors in Educational Institutions in the Context of Delhi's Private Professional Colleges', *S.B. Journal of Commerce & Management*, 1(2), pp. 1–19.
18. Verma, S. and Kaur, G. (2024). 'Faculty Retention Dynamics: Investigating the Role of HR Climate, Trust, and Organizational Commitment in Higher Education Context', *SAGE Open*, 14(1), pp. 1–17.
19. Chen, L. and Chen, L. (2024). 'To stay or to leave: the turnover intentions of international academics at Japanese universities', *Tertiary Education and Management*, 30(1), pp. 1–22.
20. Danxin, L., Mohamed, R. and Rahman, R.B.A. (2024). 'A bibliometric analysis of teachers' turnover intention in higher education', *International Journal of Academic Research in Business and Social Sciences*, 14(7), pp. 2319–2333.
21. Gessesse, K.T. and Premanandam, P. (2024). 'Gender, age, and turnover intention among academic employees in higher education institutions in Addis Ababa, Ethiopia', *Cogent Social Sciences*, 10(1), 2294560.
22. Mishra, A., Mohanty, A. and Sundaray, B.K. (2026). 'Can faculty job satisfaction reduce turnover intentions at management institutes in India? Analysing the mediation effect of organisational commitment', *Journal of Applied Research in Higher Education*, 18(5), pp. 1442–1456.
23. Sharma, A. and Pandey, N. (2026). 'Organizational Climate and Occupational Stress Among Female Faculty in India: A Systematic Review', *The American Journal of Interdisciplinary Innovations and Research*, 8, pp. 32–40.
24. Nkosi, N. and Myende, T. (2026). 'Breaking through the ivory ceiling: stories of early-career women academics navigating higher education's demands', *International Journal of Educational Management*.
25. Momin, S. (2026). 'Perception of Job Satisfaction and Retention in Colleges', *Journal of Advanced Multidisciplinary Research Studies and Development*, 5(3), pp. 74–78.
26. Sofiyan, S., Syaifuddin, S., Lubis, F.R.A. and Nasib, N. (2026). 'Employee poaching and turnover intention investigation model at five famous universities in Medan City', *SA Journal of Human Resource Management*, 24, pp. 1–18.
27. Gautam, A. (2026). 'The Impact of Institutional Autonomy on Faculty Retention: A Study of the Mediating Role of Work-Life Balance under NEP 2020 (Indian Context)', *Journal of Advanced Multidisciplinary Research Studies and Development*, 5(3), pp. 56–61.
28. Badua, M.P. (2026). 'Resilience, stress, and turnover intentions of employees in private higher education institutions', *International Journal of Accountancy, Business, and Management Studies*, 1(2), pp. 1–16.
29. Peemanee, J., Weeraratna, R., Issarapaibool, A., Boonlua, S. and Rathnayake, N. (2026). 'Beyond compensation: effect of employee benefits on job motivation, performance, and turnover intention', *Cogent Business & Management*, 13(1), 2607764.
30. Widiatmaka, F.P., Iskandar, I., Suherman, S., Saleh, M.H., Sularno, H., Pranyoto, P., Suharso, D.D., Kensiwi, F. and Sukrisno, S. (2026). 'Examining spiritual intelligence, discipline problems, classroom emotional climate, work sanctification and job satisfaction as predictors of turnover intention', *Research Square* (Preprint).
31. Kakar, S., Ali, M. and Kakar, N. (2026). 'Encountering Reverse Culture Shock: A Study on Returnee Faculty Members in Universities of Balochistan, Pakistan', *Journal of Development and Social Sciences*, 7(1), pp. 11–20.