

Academic Staff Retention in Private Higher Education Institute

- Case Study of Private Colleges in Kuala Lumpur

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Abstract

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

Keywords: private higher educational institutions, small colleges, academic staff, turnover, employee retention, Malaysian qualification agency, private colleges in Malaysia, employee satisfaction

1. Introduction

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

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

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

The private higher educational institutions (PHEIs) have been incorporated in Malaysia with the objective to support the government vision to transform Malaysia as an education hub in the Asian region. A source from the Ministry of Higher Education (MOHE) has stated that, PHEIs in Malaysia do not receive any source of financial support or funds (Tinggi, 2011). Despite, the curriculum and conduct of courses in PHEIs are reported and controlled by the

Malaysian Quality Accreditation (MQA). Private colleges in Malaysia started to experience rapid expansion in the market from 2010 and onwards since the government policy allowed foreign students to be registered with private colleges. However, PHEIs in Malaysia face numerous challenges competing. The smaller ones experience difficulties in securing the capital required to reduce student - staff ratios, recruit high quality teaching staff without compromising to standard set by the Malaysian Quality Accreditation (MQA). According to Hasan & Sherrif (2006) the major downfall of his situation is due to the financial constrain the PHEI's facilities and premises are generally fall short of the expectations and standard required by the students. PHEIs will also have to compete intensely and contend with the regional rivals (Sedgwick 2004). The increase in numbers of foreign students has led to an increase in number of private colleges in the Klang Valley, especially Kuala Lumpur. Currently the number of private college in that areas reaching is 75 (Koo, Mohamed, Ismail 2012), this bring a whole new effort for the PHEIs to get equipped with potential academician to serve international cluster. PHEI is where the integration of international/intercultural dimensions into research, teaching, and services of the institutions should be enhanced to meet the quality and standard which eventually helps to retain high profitability. The Financial Express (2007) further elaborated that Malaysian government aims to provide high-quality education and produce a skilled workforce. In order to achieve those, PHEIs have to ensure educational services; where quality is always being measured with the professionalism and teaching capability of the academic staff in the particular institution and the lecturer to student ratio.

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

1.1 Problem Statement

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

1.2 Research Questions

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

2. Research Methodologies

This study was conducted using descriptive study which emphasises more on the qualitative data collection & interpretation. There was an also cross-sectional technique used to collect information on the characteristics that associates with the retention of academic staff in private higher institution. The cross-sectional technique will assist for the inferences in general population about the variables under investigation and describe the characteristics of the variables of interest. This study adopts an explorative research design, which the study attempts to understand the phenomenon and identify the causes; it focuses on obtaining information from academic coordinator who deals with

retention of academic staff in the PHEIs. Choosing the right research design is vital because it is likely to influence the outcome of the study. In order to produce the best result, a decision on the right sample and how data are being collected is very important. (Wellington, 2015). This descriptive-correlation study is chosen to allow a qualitative description of the relevant features of the data collected as well as to examine the relationships between the variables. The study was conducted in a qualitative approach where only subset of the population is selected through a non-probability sampling and the research covers the academic staff of private higher institutions in Kuala Lumpur area, where three small colleges were selected. Due to the limitation of time and cost, sampling method was used to ease the process of this research project, using purposive sampling where it is one of the most common sampling strategies, the participant is preselected accordingly to fit into the criteria of research.

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

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

2.1 Data Analysis

Coding

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

Memo Development

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

Categorizing and Theme

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

Concept Mapping

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

3. Analysis

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

The next stage is *coding* process, the researcher has coded from labeled information, the objective here is to narrow down or to perform a data reduction and to obtain a comprehension about the data. Coding can be done by just include words, sentences, paragraph. In this research, the researcher coded sentences since it's provide multiple information that will be difficult to analyse if these are broken apart. Appendix 1 refers to the coding output arising from this process.

Categorizing is a process to decide which codes are important and which are not, create categories by combining codes together. Certain code created in the previous step had to be due to its insignificant and are unable to be grouped together into any of the created categories. Appendix 2 refers to the categorizing output.

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

Institutional growth

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

Growth pace

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

Hiring method

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

Selection criteria

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

Salary and benefits offered

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

Task and workload

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

Response towards retaining

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

Factors of failure in retaining

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

Factors cause's lecturers choose to leave

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

Effort to retain

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

Ways to identify productive employee

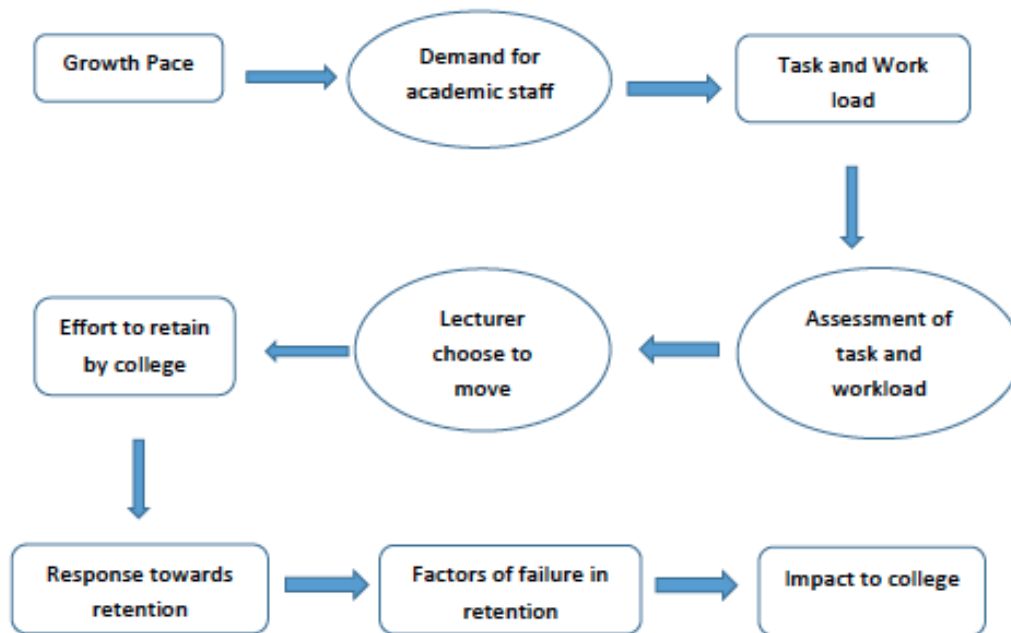
C1 identify productive employees by looking at lecturers who can carry multiple roles successfully and can complete tasks on time. C2 identify productivity of staff by evaluating contributions and accomplishment in additional tasks and not based on their lecturing role alone, by saying "that's why we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

Impact on the college

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


3.1 Co-relations between Themes


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



Interaction of Theme

Legend;

 Theme

 Outcome

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

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

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

that most of the academic staffs employed at colleges are fresh graduate with a degree. So once they complete their higher studies and earn sufficient experience to qualify for entry into larger institutions, they too choose to move.

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

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

4. Conclusion/Recommendation

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

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

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

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

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

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

4.1 Impact of Academic Staff Turnover in Small Colleges

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

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

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Appendix 1- Coding

Question	C1	C2	C3
Can you describe about the background of this institution?	The college was taken over by the current management about 8 years ago. Since then, tremendous changes have been done in restructuring this institution to turn it into a prestigious one. We always give top priority on academic facilities and most importantly that's what today parents wish is. We started with just certificates programs and later, we introduced our foundation in science and subsequently our A-level collaboration with the British Council. Currently we are running 9 programs with our latest launching on our transfer degree program.	Growing process started from 2006 onwards once we adapt new name. We are a very few colleges in Malaysia that has global presence in UK, Ireland, Cyprus, Oman, Singapore. We offer wide range of programs in Certificates, Foundation, Diploma and recently started Degree and Master Degree with twinning mode.	This institution established 7 years ago to provide pre-university course and programs. During the establishment, we were only offering Foundation in Science, and then later we started to branch out to provide other pre-university programs such as Canadian Pre-university, Foundation in Arts. Later on 2011, we started with our first Diploma program, diploma in business. Ability to build network with universities across other countries such as Indonesia, India, Russia, Germany, UK for our students to continue their degree studies distinct our institution from our competitors. Currently we had started to jump into niche market by opening up unique courses such as Diploma in Law Enforcement, Diploma in Security Management, Diploma in Estate Management, Diploma in Logistics and Supply Chain Management.
How many lecturers and administration staff you had when you began operations?	Our first academic team was only 5 lecturers, For admin we had 1 administrative staff, and 1 accountant.	On the year 2006 we had about 10 lecturers and 4 administration staff and 4 marketing staff.	We had about 8 lecturers teaching Foundation in Science, 2 administrative staff, 1 finance person and 3 marketers.
How many lecturer's and administration staff you have now?	Total lecturers for both business and science and technical programs are 25. We hired 10 administrative staff.	If I am not mistaken, currently we are reaching about 35 lecturers and 15 administrative and 10 marketing staff.	Currently we have about 30 lecturers, 20 administrative staff, finance, and about 10 marketers.
Why do you need so many staff?	Due to the increase in student's number and also we need people with specialization on most of our programs, so we hired them.	The number of academic and admin staff increase because of increase in student number enrolled into our programs. The application is increased not only from local student but also international students. The growth in the numbers tend to be promising and that	The increase in student number especially in Foundation in Science which is close to 300 students. We manage to secure KDN license to enroll international students into our programs. That's overall increase our students number in diploma programs tremendously. We are also

		allow us to hire more and currently we are still looking to hire lecturer's and admin executive.	obligated to fulfill requirement from MQA stated to follow 30 students to 1 lecturer's ratio. Apart from all that, the increase in program number also led us to hire more academic and administrative staff.
How do you acquire the right academic staff and explain how the interview is conducted for academic staffs.	We select academic staff from interviews; usually we will post the job advertisements in online job search portal like jobstreet, jobcentral. Then we will call those qualified and match with our pay scale for interview. We will ask them to do a mock lecturing on the subject that follows according to the expertise. Later we will ask some general questions, on their goal, character, and other related particulars.	Candidate can apply through our website and also from job portal like jobstreet.com. We will select them based in their qualification; later invite them for an interview.	We use conduct our analysis for following semester and will finalize on the subjects that going to be offered, number of cohort or classes, estimated number of intakes. Then we will finalize on the capacity of lecturer, we will decide to hire if we need more. Mostly we use jobstreet.com service to advertise and attract potential applicant. Once we receive some numbers of application we will call them for interview
What are the criteria that you lookout for before hiring a lecturer? *Do you hire part time lecturers	The important factor here will be their paper qualification, they need to possess the right degree to teach particular program. The more the number of subject they qualified to teach, the more changes we will hire them. We usually hire part time lecturer to teach specific subject and pay them on hourly basis. We need candidate who can teach more general subjects. Other criteria will be on how fit they are in caring administrative role to support this college, since we can't hire one person for one job.	The consideration will be made based on their transcript, we want to know how many subject the candidate qualified to teach. If we are hiring lecturer to teach diploma students, we will go for degree holders. For degree programs we will hire master holder. Salary expectation, previous salary if they possess any working experience will be considered. Yes we will if we need them for any specific courses.	I personally will look up into personality of the candidate, because without a good personality they can't carry the name of the college. Next will be the ability to work in a team, not many people can do that. I will consider their involvement in curriculum activity since that will reflect whether the candidate is multitasking person or not. I will evaluate their skill and knowledge in the subject matter in term of their academic achievement and other criteria.
How much do you offer them?	Not Answered	Not Answered	We have our standard pay scale that we will follow strictly most of the time. But candidate is allowed 55 to negotiate, it might be considered for a raise.
-Lecturers without experience	For fresh starter, we offer RM1800 to RM2000	We start a RM1800	For fresh graduate with bachelor degree qualification, we will offer RM2200 no more and no less.
-Lecturers with degree	We don't usually hire people with master degree. If	With Master qualification we will offer RM2400	For master holder we will offer RM2500 for the start, we will

<p>qualification</p> <p>Then how do you conduct your degree programs</p>	<p>required, we can go up to RM2500 maximum</p> <p>We will utilize part time lecturer to conduct degree programs. The degree program just being launched and the student's number is still little. We will hire master holder in future depend on student number.</p>		<p>consider raising their salary continuously based on performance.</p>
<p>-Lecturers with experience (how do you adjust)</p>	<p>It will be same as master holder RM2500 maximum.</p>	<p>We will compare to their previous salary and offer according to that, but most of time we will never invite those who expect for hire salary.</p>	<p>We will hire experience people based on the need for the subjects. Generally, there must be one experienced lecturer to guide 56 other. We can offer up to RM3000.</p>
<p>What are the benefits do you offer for the lecturers?</p>	<p>All the basic benefits provided to them. As such medical claim, annual leave, EPF, SOSCO.</p> <p>If they were to pursue higher studies, we will help them by adjusting their teaching hour and time table</p>	<p>It's a standard offering include, health claim, annual leave, time allocation for those who doing higher studies.</p>	<p>For direct benefits they are entitle to medical claim for RM660 per year, EFP contribution, Socso, salary on time, 14 days of annual leave.</p> <p>For indirect benefits, we provide lecturers free time to do their further studies, everyone have the opportunity to move up faster in corporate ladder based on performance, and we don't follow seniority but prioritize ability.</p>
<p>What is their workload?</p> <p>How many hours they need to work in a week?</p> <p>What are the types of administration task assigned</p>	<p>Every lecturer need to lecture 24 hours per week and support in administrative task that will be assigned from time to time.</p> <p>48 hour per week. 8 hour per day.</p> <p>Mostly will be student's administrative matter such as activities, external communication, and source for sponsorship for student's activity, general clerical work</p>	<p>Every academic staff needs to lecture for 21 hours per week minimum. In between they need to complete some other additional task that will be given to them.</p> <p>Mostly will be on students' registry, preparing documents for inspection and other quality visit purpose, and also attending education fair.</p> <p>The staff who contributes more will have more chances to het increased in their salary. Those who didn't will take longer to get raised.</p>	<p>Every lecturer will be entitling to do full 21 hours of teaching for a week. If their teaching hour is lesser, then we will request them to assist in other administrative work to assist the growth of our college. For those lecturers who are heading to division of management, their teaching hour will be less than 10 hour for a week. This is to allocate more space for them to work towards development of our college.</p>

<p>to them?</p>	<p>and also marketing task.</p>		
<p>Are you successful in retaining academic staff?</p>	<p>That's depend on the lecturer themselves, if they choose to leave, then there is nothing we can do about it. The turnover process in active in academic position, I think it's the same in most of college. That's normal and we know how to adjust ourselves to it.</p>	<p>We are successful in retaining contributive staff by providing some additional benefits like more leave, annual trips, Less classes, bonuses and so on. These staff will be with us for longer than the not much contributing staff, they just receive their standard salary.</p>	<p>That's depend on how you describe retaining. About 3 of our staff working with us from beginning. There are people who stay and there are people who choose to move. There is nothing much we can do about that.</p>
<p>What are the difficulties in retaining them?</p> <p>Can you explain, what are areas that you find some of them are incompetent?</p>	<p>The difficult thing is to deal with high expectation of lecturer, these people can't see the reality of how private institution operates, we need to be self-sustain, and so we need to practice certain limitation on salary scale and other expectation of lecturer.</p> <p>Sometime the incompetency of lecturers also a reason for we choose to sack them, if they can't perform then we have to choose to terminate their service here.</p> <p>In term of teaching and ability to carry administrative task.</p> <p>Yes, but when they stand in front of class with large number of students, they simply can't perform. Some of them were having difficulties to handle international students.</p>	<p>The college need to allocate more finds to provide them additional benefits, the lecturers demand extra pay for every administrative task they perform complete.</p> <p>No but will reward them collectively for their contribution.</p>	<p>There are too many institutions out there that are looking for lecturers all the time. Their salary offers or other benefits might attract them. We need to spend more on offering higher salary to retain them and that cost us more all the time.</p>
<p>Why do they choose to leave?</p>	<p>It's because of their mentality, most of them seeing small institution as place for temporary stay to get experience till they complete their higher studies. Once completed they choose to move to prominent institution. This happen all the time.</p>	<p>If they get better offer from what they are getting here, they will definitely leave. It's very common for academic staff to resign and move to other institution. There are too many options for them to choose for. From my experience, they are lecturer who left because they can't teach international students, some left because we ask</p>	<p>Most of the lecturer especially the fresh graduate's intent to be with us to gain their experience and to further their studies at the same time. Once the meet their requirement they will leave us and join bigger institution such as Sunway, Taylor and so on.</p>

	<p>As I mentioned earlier, some of them struggles in adjusting themselves to teach international students. They felt the difficulties on communication, giving orders and so on.</p> <p>Probably they feel the amount of work assigned to them is too much since they need to carry both lecturing task and administrative task. Most of them are very young and they give up very fast. So the decision to leave is on them all together.</p>	<p>them to assist in marketing task.</p>	<p>Some of them can't cope themselves to teach or handle international students, since we having a very big population of international students in or diploma programs.</p> <p>Some even tell me that they are facing conflict of role, that they can't do marketing and administrative work.</p>
<p>What is your action when they mention regarding conflict of role?</p>	<p>Not Answered</p>	<p>Not Answered</p>	<p>I can't do much, I will try to involve them more into teaching and less into other area. But that cannot be continued for long because they might have less hour of teaching in the upcoming semester. Further we are a growing college, and I can't hire 1 people for 1 task.</p>
<p>What are efforts to retain them?</p>	<p>I personally will advise them on the role that they to require playing both as lecturer and admin, give them some bonuses for those who perform well but that depends on situation. Basically if they choose to leave then there is nothing much we can do about it. We just need to get ready to employ another new candidate.</p>	<p>As said before, we provide bonuses, annual trips and raise their salary based on their contributions. We also arrange seminar and workshop for our academic team from time to time to sharpen their skill.</p>	<p>We will give them a raise and provide bonus programs based on their achievement and accomplishment of certain task. We also organize lecturer's activity and staff training to motivate them to contribute and be productive and also to stay long with us. We revise salary once in a year, lecturers can expect at least 10 percent of salary increase. All these efforts cost us more but we still try to spend for our workforce satisfaction. But sometime we let go certain lecturer at end of their contract if we find that they are not contributing much and it's better to get them replaced.</p>
<p>How do you identify who are the productive</p>	<p>Those who able to lecture well and able to contribute in administrative task are the best potential one. It very easy for me identify their</p>	<p>Based on their contributions and accomplishment on additional task assigned to them.</p>	<p>Through projects, we are not a research university so there is no requirement to do publication and so on. But there is a lot projects going on from</p>

<p>employee?</p>	<p>potential, it's when they complete their task on time.</p>	<p>Mostly every lecturer that we hire can teach and there is nothing to compliment on that.</p>	<p>time to time.</p> <p>There are number of new programs that need to be started soon, I will assign the lecturers to come up with syllabus content for the programs and prepare documents and complete guideline to be submitted to MQA and MOHE for approval.</p> <p>Apart from that, the lecturers will be assigned to prepare for MOA visit on ongoing programs accreditation. We will value their involvement in these projects. Some of them have been hugely rewarded due to their upmost contributions. Since this signifying the growth of college.</p>
<p>What is the impact to you and the institution when a lecturer leaves?</p>	<p>We have structured our contract that a lecturer can only leave after completing the semester and not in between because they can't just leave the responsibility and move away. So it's manageable, we will hire new employee by the time the existing one choose to leave. The impact is there, some students might prefer to few lecturers but that's all minor impact. So we are not worried about that and we already used to high turnover environment</p>	<p>For me the impacts is on finding a replacement and make sure the new candidate to fit into the role as soon as possible, Its one of the most difficult thing to be done with limited amount of time.</p> <p>Losing the most contributing one will be difficult to be replaced with same potential and loyalty.</p> <p>For the institution, the students might wonder regarding their where about, existing staff will be behaving negatively like creating rumors, talking about any internal issues and so on. But all these are temporary only. We can overcome in long run.</p>	<p>There is some short term effect to the students, if the lecturer is a friendly personality with a lot of involvement with the students. For the staff, it will be their topic of discussion for some time, and might affect their motivation. For institution, if the lecturer left by giving proper notice, we will start hiring process to find new people.</p> <p>Yes it happen from time to time, it depend on the individual as well, if the left just like that, we have no choice but need distribute the class to existing lecturer until we find a replacement.</p> <p>In long term, there is no effect at all, we have used to this kind of situation. Since the supply is huge, we don't have to worry much.</p>

Appendix 2 - Categorizing

NO	Question	Processes	C1	C2	C3
1	Can you describe about the background of this institution	<i>Notes</i>	1) Took over about 8 years ago. 2) Tremendous changes in restructuring this institution. 3) Prioritize facility 4) Started with certificates programs, later open up foundation in science and A-level 5) Currently running 9 programs	1) Expansion process begin from 2006 and onwards once adapt to new name. 2) Offer Certificates, Foundations and Diploma programs.	1) Established 7 years ago 2) Offering Pre-University and Diploma programs
		<i>Categorizing</i>	1) Less than 10 years of establishment and growth 2) Offering Pre-University programs	1) Less than 10 years of establishment and growth. 2) Offering Pre-University programs.	1) Less than 10 years of establishment. 2) Offering Pre-University programs
2	How many lecturer's and administration staff you had when you begin	<i>Notes</i>	Our first academic team was only 5 lecturers, For admin we had 1 administrative staff, and 1 accountant.	1) 12 academic staff 2) 8 administration staff	1) Started with 8 lecturers and 6 administrative staff
		<i>Categorizing</i>	1) Less than 15 academic staff		1) Less than 15 academic staff
3	How many lecturer's and administration staff you have now	<i>Notes</i>	Total lecturers for both business and science and technical programs is 25. We hired 10 administrative staff.	If I am not mistaken, currently we are reaching about 35 lecturers and 15 administrative and 10 marketing staff.	
4	Why do you need so many staff? Can I know how many local and international students you have in your institutions?	<i>Notes</i>	1) Increase in students' numbers. 2) Need people with specialization. 3) 65 percent of our students are international students 4) International Students enrolled in Diploma in Hotel Management, and also Diploma in Information Technology.	1) Increase in students' number enrolled into our programs 2) Application from local and international students	1) Increase in students' number 2) Enrollment and increase in International Students mostly joined diploma programs 3) MQA ratio 30 students' to 1

		<i>Categorizing</i>	<ul style="list-style-type: none"> 1) Increase in students' number 2) Need people with specialization 3) Enrollment of international students 	<ul style="list-style-type: none"> 1) Increase in students' number 2) Enrollment of international student. 	lecturers' <ul style="list-style-type: none"> 1) Increase in student's number. 2) Enrollment of international students 3) Follow MQA ratio
5	<p>How do you acquire the right academic staff?</p> <p>Can you explain more on how you will conduct the interview for academic staff?</p>	<i>Notes</i>	<ul style="list-style-type: none"> 1) We select academic staff from interviews. 2) Will post the job advertisements in online job portal like jobstreet, jobcentral. 3) Call those qualified and match with pay scale. 4) Ask them to do a mock lecturing. 5) Post general questions on their goal, character. 	<ul style="list-style-type: none"> 1) Candidate apply through our website and jobstreet.com 2) Select based on their qualification, and invite them for interview 	<ul style="list-style-type: none"> 1) Conduct analysis for following semester 2) Finalize on capacity of lecturer 3) use jobstreet.com to advertise and attract potential employee 4) Call them for interview
		<i>Categorizing</i>	<ul style="list-style-type: none"> 1) Selection from interview 2) Use online job portal 3) Conduct mock lecturing 4) candidate personality 	<ul style="list-style-type: none"> 1) Use online job portal. 2) Selection from Interview 	<ul style="list-style-type: none"> 1) Need analysis 2) Use online job portal 3) Selection from interview
6	<p>What are the criteria that you lookout for before hiring a lecturer?</p>	<i>Notes</i>	<ul style="list-style-type: none"> 1) The important factor here will be their paper qualifications, right degree to teach particular program. 2) The more the number of subject they qualified to teach, the more chances we will hire them. 3) Require subject match in paper qualifications to apply for teaching permit 	<ul style="list-style-type: none"> 1) Consideration will be based on their transcript. 2) Want to know how subject candidate qualified to teach 3) Yes if needed for any specific course 	<ul style="list-style-type: none"> 1) Look up into personality 2) Ability to work in team 3) Consider their involvement in co-curriculum activity

					<p>4)Multitasking candidate</p> <p>5)Skill and Knowledge in subject matter</p> <p>6)Academic achievement</p>
		<i>Categorizing</i>	<p>1)Prioritize academic qualification</p> <p>2) Number of subject can handle</p>	<p>1) Prioritize academic qualification</p> <p>2) Number of Subject can handle</p> <p>3) Hire part timers</p>	<p>1) Prioritize Personality</p> <p>2) Teamwork ability</p> <p>3) Involvement in curriculum activity</p> <p>4) Multitasking ability</p> <p>5) Academic Qualification</p>
7	How much do you offer them?	<i>Notes</i>			<p>1)Follow standard pay scale strictly</p> <p>2)Candidate allowed to negotiate</p> <p>3)Might consider for a raise</p>
	-Lecturers without experience		1) offer RM1800 to RM2000	1)Offer RM1800	1)Offer RM2200 no more and no less for fresh bachelor degree holder
	-Lecturers with Master degree qualification How you are running your degree program, if you didn't		<p>1) Can go up to RM2500 maximum.</p> <p>2) Degree programs just being launched.</p>	1) Offer RM2400	<p>1)Offer RM2500 for start</p> <p>2)Consider raise based on performance</p>

	hire master holder?				
	Lecturers with experience (how do you adjust)		1) Same as master holder RM2500 maximum.	1) Compare their previous salary. 2) Will not invite those with high expectation.	1) Hire experience people based on the need for the subjects 2) Offer up to RM3000
		<i>Categorizing</i>	1) Offer below RM2000 2) Offer RM2500 3) Offer RM2500	1) Based on previous salary 2) Not offering high salary	1) Offer less than RM2500 2) Offer RM2500 3) RM3000
8	What are the benefits do you offer for the lecturers	<i>Notes</i>	1) Basic benefits as such, medical claim, EPF, SOCSO 2) Adjust teaching and timetable for those doing higher studies.	1) Standard offering include health claim, annual leave. 2) Time allocation for those who doing higher studies	1) Direct benefits, entitled for medical claim, EPF, Socso, salary on time. 2) Indirect benefits, provide lecturers free time to further their studies, move up faster in corporate ladder, prioritize ability.
		<i>Categorizing</i>	1) Provide standard benefits 2) Time flexibility for higher studies	1) Provide standard benefits 2) Time flexibility for higher studies	1) Standard Benefits 2) Time flexibility for higher studies
9	What is their workload? How many hours they need to work in a week? What are the types of administration	<i>Notes</i>	1) Every lecturer need to do 24 hours of teaching per week. 2) Support in administrative task that will assigned from time to time. 3) Work 48 hours per week, 8 hours per day. 4) Administrative task on students'	1) Every lecturer need to lecture for 21 hours per week. 2) Need to handle administrative work such as students' registry, preparing documents for inspection and other quality visit.	1) Entitle to do 21 hours of teaching 2) Involve in administrative work if less teaching hour 3) For those heading division of management

	task assigned to them?		activities, general clerical work, source for sponsorship, marketing task.	3) Need to attend education fair (Marketing)	teaching hour will be less than 10 hours
		<i>Categorizing</i>	1)24 hours of lecturing 2) Multiple administrative task 3) 48 hours, 8 hours 4) 4) Multiple administrative task, involve in marketing	1)21 hours per week 2) Multiple administrative task 3) Marketing task	1) Faster promotion based on ability 2) 21 hours of teaching 3) Administrative task
10	Are you successful in retaining academic staff?		1) That's depending on the lecturer themselves. 2) If they choose to leave there is nothing we can do about it. 3) Turnover process is active in academic position. 4) That's normal and we know how to adjust	1) Successful in retaining contributing staff. 2) Provide additional benefits like more leave, annual trips, less classes, and bonuses. 3)Noncontributing staff will just receive their standard salary.	1) Depends on how you describe retaining. 2)3 of our staff work with us from beginning. 3) There are people who stay and there who choose to leave. 4) There is nothing much we can do about it.
		<i>Categorizing</i>	1)Not controlling turnover rates 2) High turnover	1) Retain contributive staff 2) Additional benefits	1) Can't control turnover
11	What are the difficulties in retaining them Can you explain, what are the area that you find some of them are incompetent?	<i>Notes</i>	1) Difficulty in dealing with lecturers' higher expectation. 2) Cannot see the reality on how private institutions operates. 3) Incompetency of lecturers also a reason to sack them. 4) In the aspect of teaching and ability to carry administrative task.	1) Allocate more funds to provide additional benefits. 2) Lecturer demand extra pay or administrative task. 3) Reward them collectively for their contribution.	1) There are too many institutions looking for lecturers all the time. 2) Their salary offer might attract them. 3)Spend more on offering higher salary to retain them, cost us

	Have you tried to identify, why these incompetency occur, since you had selected them after conducting a mock lecture?		5) Some are having difficulties to handle international students.		more.
		<i>Categorizing</i>	<ul style="list-style-type: none"> 1) Lecturer's higher expectation 2) Can't understand the reality 3) Incompetency of lecturer 4) Lack in teaching ability and administrative task 5) Difficulties in handling international students. 	<ul style="list-style-type: none"> 1) Allocation of more funds 2) Demand for extra pay for additional task 3) Collectively reward for multiple contribution 	<ul style="list-style-type: none"> 1) More choices 2) Allocation of more funds
12	Why do they choose to leave	<i>Notes</i>	<ul style="list-style-type: none"> 1) Seeing small institution as a temporary place to gain experience and complete their higher studies and move to prominent institutions. 2) Struggling to adjust themselves to teach international students. 3) Feel amount of work assigned is too much, and give up 	<ul style="list-style-type: none"> 1) If they receive better offer. 2) Common for academic staff resign and move. 3) Too many options to choose from. 4) Lecturer left because cannot teach international students. 5) Lecturer left because asked them to assist in marketing task. 	<ul style="list-style-type: none"> 1) Fresh graduates' intent to begin with us and study at the same time. 2) Once fulfill the requirement they choose to join bigger institution. 3) Cannot cope to teach and handle international students. 4) Very big population of international students. 5) Facing conflict of role, unable to do marketing and administrative

					work. 6) Try to involve them more into teaching and less in other areas, cannot be continued for long.
		<i>Categorizing</i>	<p>1) Consider as temporary stay</p> <p>2) Difficulties in handling international students</p> <p>3) Overload of work</p>	<p>1) Offer from other place</p> <p>2) Usual for academic staff to resign</p> <p>3) Too many options</p> <p>4) Unable to teach international students</p> <p>5) Unable to assist in marketing</p>	<p>1) Utilize as a place to gain experience</p> <p>2) Unable to teach international students</p> <p>3) Conflict of role</p>
13	What are efforts to retain them?	<i>Notes</i>	<p>1) Advise them on their role both as lecturer and admin.</p> <p>2) Give them some bonuses to those perform well.</p> <p>3) If they choose to leave, there is nothing we can do about it.</p> <p>4) Get ready to employ another new candidate.</p>	<p>1) Provide bonuses, annual trips and raise their salary based on contribution.</p> <p>2) Arrange seminar and workshop for academic team.</p>	<p>1) Give them a raise and provide bonus programs based on achievement.</p> <p>2) Organize lecturers' activity and staff training.</p> <p>3) Revise their salary for at least 10 percent annually.</p> <p>4) Cost us more</p> <p>5) We let go certain lecturer at the end of their contract, if they are not contributing much.</p>
		<i>Categorizing</i>	1) Provide advice	1) Additional	1) Salary raise

			<ul style="list-style-type: none"> 2) Award bonuses 3) Can't control turnover 4) Get quick replacement 	<ul style="list-style-type: none"> benefits Seminar for skill enhancements 	<ul style="list-style-type: none"> and bonus 2) Training and development 3) Annual Increment 4) Allocation of more funds 5) Let go non-contributing staff
14	How do you identify who are the productive employee?	<i>Notes</i>	<ul style="list-style-type: none"> 1) Can carry multiple role 2) Complete on time 	<ul style="list-style-type: none"> 1) Contributions and accomplishment in additional task 2) Not valuing from lecturing task 	<ul style="list-style-type: none"> 1) Project based evaluation 2) Develop syllabus for new programs 3) Handle MQA visits
		<i>Categorizing</i>	<ul style="list-style-type: none"> 1) Can carry multiple role 2) Complete on time 	<ul style="list-style-type: none"> 1) Contributions and accomplishment in additional task 2) Not valuing from lecturing task 	<ul style="list-style-type: none"> 1) Project based evaluation 2) Develop syllabus for new programs 3) Handle MQA visits
15	What is the impact to you and the institution when a lecturer leave	<i>Notes</i>	<ul style="list-style-type: none"> 1) Structured our contract that a lecturer can only leave after completing the semester. 2) Hire new employee by the time the existing one choose to leave. 3) Some students might prefer few lecturers but its minor impact. 4) Not worried about that, used to high turnover environment. 	<ul style="list-style-type: none"> 1) Finding replacement, ensure new candidate fit into role quickly 2) Losing contributing academic staff will be difficult to be replace with same potential and loyalty. 3) Minimum impact on students, rumors among staff on 	<ul style="list-style-type: none"> 1) Short term effect to students, if the lecturer is a friendly personality with a lot of involvement with students. 2) Will be topic of discussion for the staff, effect their motivation. 3) Will start hiring process to

				internal issue.	<p>find new people.</p> <p>4) In long term, there is no effect at all.</p> <p>5) Used this kind of situation.</p> <p>6) Supply is huge</p> <p>7) Lecturer quit with giving proper notice</p> <p>8) Distribute class to the existing lecturer</p>
			<p>1) Use contract to control immediate resignation.</p> <p>2) Get replacement staff quickly</p> <p>3) Minor impact</p> <p>4) Used to high turnover</p>	<p>1) Find replacement quickly</p> <p>2) Difficult to get loyal and potential replacement staff.</p> <p>3) Minimum impact on students and staff.</p>	<p>1) Short term effect to the students.</p> <p>2) Effect staff motivation.</p> <p>3) Start hiring new people.</p> <p>4) No long term effect.</p> <p>5) Left without notice.</p> <p>6) Distribute task.</p>

Appendix 3 - Comparison of Themes by College

Theme/Institution	College 1	College 2	College 3
Establishment of Institution	<ol style="list-style-type: none"> 1. Less than 10 years 2. Offering pre-university programs 3. Started with less than 15 lecturers 	<ol style="list-style-type: none"> 1. Less than 10 years of establishment 2. Offering Pre-University programs 3. Less than 15 lecturers 	<ol style="list-style-type: none"> 1. Less than 10 years of establishment 2. Offering Pre-University programs 3. Less than 15 lecturers
Growth	<ol style="list-style-type: none"> 1. Experienced increase in student numbers up to 700 students. 2. Enrolment of international students 3. Hire people with specialization 	<ol style="list-style-type: none"> 1. Experienced increase in student numbers reaching almost 1500 students. 2. Enrolment of international students 	<ol style="list-style-type: none"> 1. Experienced increase in student numbers up to 1000 students. 2. Enrolment of international students
Hiring Method	<ol style="list-style-type: none"> 1. Use online job portal 2. Select from interviews 3. Conduct mock lectures 	<ol style="list-style-type: none"> 1. Use online job portal 2. Selection from interviews 3. Hire part timers 	<ol style="list-style-type: none"> 1. Conduct need analysis Follow MQA ratio of 1 lecturer to 30 students 2. Use online job portal 3. Selection from interviews
Selection Criteria	<ol style="list-style-type: none"> 1. Candidate personality 2. Prioritize academic qualification 3. Number of subjects can be taught 	<ol style="list-style-type: none"> 1. Prioritize academic qualification 2. Number of subjects can be taught 	<ol style="list-style-type: none"> 1. Prioritize personality 2. Teamwork ability 3. Involvement in Co-curriculum activity 4. Multitasking ability 5. Skills and knowledge 6. Academic qualification
Salary and Benefit offer	<ol style="list-style-type: none"> 1. Without Experience = RM1800 to RM2000 With Master = RM2500 2. With Experience = RM2500 Provide standard benefit Time flexibility for higher studies 	<ol style="list-style-type: none"> 1. Without experience = RM1800 2. With Master = RM2400 3. With experience= will compare with previous salary but will not offer higher salary 4. Provide standard benefits 5. Time flexibility for higher studies 	<ol style="list-style-type: none"> 1. Without experience = RM2200 2. With Master = RM2500 3. With experience = up to RM3000. 4. Provide standard benefits 5. Time flexibility for higher studies 6. Faster promotion based on ability

Task and Workload	<ol style="list-style-type: none"> 24 hours of lecturing per week Multiple administrative task Involve in Marketing 	<ol style="list-style-type: none"> 21 hours per week Multiple administrative task Marketing task 	<ol style="list-style-type: none"> 21 hours of lecturing per week Administrative task Heading division of academic unit
Response retaining towards	<ol style="list-style-type: none"> Unable to control turnover rates High turnover rates Consider it normal 	<ol style="list-style-type: none"> Retain contributive staff 	<ol style="list-style-type: none"> Can't control turnover Low level of retention
Factors of failure in retaining	<ol style="list-style-type: none"> Lecturer expect high salary Unable to understand reality of private institutions Incompetency of lecturer Lack of teaching ability and handling administrative task Difficulties in handling international students 	<ol style="list-style-type: none"> Institution requires to allocate more funds for additional benefits to retain academic staff. Lecturers demand for extra pay for additional task Usual for academic staff to resign 	<ol style="list-style-type: none"> There a lot of options in the market Higher salary offered Let go non-contributing staff
Factors of lecturers choose to leave	<ol style="list-style-type: none"> Consider as temporary stay Difficulties in handling international students Overload of work 	<ol style="list-style-type: none"> Better offer from other places Too many options Unable to teach international students Unable to assist in marketing 	<ol style="list-style-type: none"> Utilize as a place to gain experience Unable to teach international students Conflicting role
Effort to retain	<ol style="list-style-type: none"> Provide advice Award bonuses 	<ol style="list-style-type: none"> Provide additional benefits Collectively reward for multiple contribution Seminar for skill enhancement 	<ol style="list-style-type: none"> Salary raise and bonuses Allocation of more funds Training and development
Ways to Identify productive employees	<ol style="list-style-type: none"> Can carry multiple role Complete task on time 	<ol style="list-style-type: none"> Contributions and accomplishment in additional task Not valuing from lecturing task 	<ol style="list-style-type: none"> Project based evaluation Develop new syllabus MQA visits
Impact towards the institution	<ol style="list-style-type: none"> Use contract to minimize impact 	<ol style="list-style-type: none"> Find replacement quickly 	<ol style="list-style-type: none"> Short term effect to students

	2. To get replacement quickly 3. Minor impact to the students	2. Difficult to get loyal and potential replacement staff 3. Minimum impact on students and staff.	2. Effect on staff motivation Need to distribute task 3. No long term effect and start hire new people 4. Lecturers leave without giving notice.
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Lecturers Turnover Rate According to Colleges

Lecturers Turnover Rate According to Colleges	C1			C2			C3		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
No of academic staff at 1 Jan	25	23	26	20	22	25	15	14	19
No of academic staff who left in year	9	7	10	5	8	7	6	5	8
No of academic staff hired in year	7	10	8	7	11	5	5	10	13
Total No of academic staff at 31 Dec	23	26	24	22	25	23	14	19	25
Turnover Rate of Academic Staff (%)	36	31	38	25	36	28	40	36	42

Academic Staff Retention Rate (2013-2015)

Year	College 1 (%)	College 2 (%)	College 3 (%)
2013	64	75	60
2014	69	64	64
2015	62	72	58