

Examining the Determinants of Job Satisfaction and Turnover Intention among Academicians: Evidence from Libyan Public Universities

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Abstract	Article Info
<p>Employee turnover among academic staff poses a significant threat to the performance and sustainability of higher education institutions, particularly in developing countries like Libya. This study explores the key factors influencing job satisfaction and turnover intention among faculty in Libyan public universities, focusing on compensation, career development, and organisational commitment. It also examines job satisfaction as a mediating factor and perceived organisational support as a moderating variable in the relationship between satisfaction and turnover intention. Drawing on the Two-Factor Theory, the Three-Component Model of Organisational Commitment, and Employee Turnover Theory, the research uses a quantitative approach with data collected through structured questionnaires distributed to academic staff. The study aims to fill research gaps by analyzing how institutional and individual factors shape faculty decisions to stay or leave. Literature suggests that dissatisfaction with pay, limited career growth, and weak commitment increase turnover intentions, while job satisfaction can mitigate these effects. Furthermore, perceived organisational support may reduce the negative impact of low job satisfaction. With growing faculty turnover driven by political instability, poor infrastructure, and limited institutional backing, this research offers practical insights for policymakers and administrators. The findings are expected to inform strategies that enhance staff retention by improving compensation, supporting career development, and fostering a supportive organisational culture, ultimately strengthening the resilience of Libyan public universities.</p>	<p>Keywords: Job Satisfaction, Turnover Intention, Compensation, Organisational Commitment, Career Development, Perceived Organisational Support, Higher Education, Libya.</p>

INTRODUCTION

Employee turnover is a persistent challenge confronting organizations across all sectors globally, and higher education institutions are no exception. The phenomenon of academic turnover has garnered increasing attention due to its adverse implications for institutional performance, continuity, and quality of education (Hom et al., 2017). Turnover intention, the precursor to actual resignation, serves as a reliable predictor of faculty attrition and poses substantial concerns for universities striving to maintain academic excellence and operational stability (Mobley, 1977; Wong & Cheng, 2020). In the context of developing countries such as Libya, where the higher education sector plays a significant role in national development and societal transformation, academic turnover has emerged as a critical issue that warrants urgent scholarly and policy attention (MHESR, 2023).

Libyan public universities are increasingly experiencing high turnover rates among faculty members, adversely affecting their ability to achieve academic and strategic goals (Ahmad Saufi et al., 2023). This high turnover not only disrupts teaching and learning processes but also undermines research productivity and institutional reputation. Multiple internal reports by the Libyan Ministry of Higher Education and Scientific Research have indicated that turnover rates have been rising in recent years due to various factors, including poor compensation, lack of career development opportunities, organisational instability, and socio-political unrest (MHESR, 2023). Despite the growing concern, empirical investigations into the determinants of faculty turnover intention in Libyan public universities remain limited.

Job satisfaction has long been recognised as a crucial determinant of employees' behavioural intentions, including their intention to remain with or leave an organisation. It refers to the positive emotional state resulting from the appraisal of one's job experiences (Spector, 1997). Satisfied employees are more likely to exhibit organisational loyalty and remain committed to their institutions, while dissatisfied staff are prone to develop turnover intentions (Chen et al., 2023). Herzberg's Two-Factor Theory posits that job satisfaction is primarily influenced by intrinsic motivators such as achievement and recognition, whereas dissatisfaction arises from extrinsic factors like poor salary and inadequate supervision (Herzberg et al., 1959). In the academic setting, the lack of intrinsic and extrinsic satisfaction can significantly elevate turnover intentions among faculty members (Orpina et al., 2022a).

In addition to job satisfaction, compensation plays a central role in faculty retention. Compensation is not only a reward for academic services but also a symbol of value recognition (Serang et al., 2023). Fair and competitive compensation packages are vital in retaining talented academics and reducing their inclination to seek employment elsewhere (Ginting et al., 2023). Studies suggest that inadequate or delayed salary payments, especially in public universities, contribute to growing dissatisfaction and withdrawal intentions (Artha & Jahja, 2023). In Libya, despite government efforts to reform public sector wages, academic institutions have often been excluded from such adjustments, further intensifying dissatisfaction among university faculty members (Ali Elabbar, 2022).

Another salient predictor of turnover intention is career development. Career development encompasses activities and programs that support employees in gaining new skills, advancing professionally, and realizing their long-term career goals (Kim, 2017). Research suggests that institutions that fail to provide structured career pathways and professional development opportunities are more likely to face high turnover rates (Raharjo et al., 2022). In Libya, limited access to training, research grants, international conferences, and collaborative projects has left many faculty members feeling stagnant in their academic careers, prompting them to seek growth opportunities elsewhere or even exit academia altogether (Elabbar, 2021; Bredan et al., 2023).

Organisational commitment also features prominently in turnover literature. Meyer and Allen (1991) categorised organisational commitment into three components: affective (emotional attachment), continuance (perceived costs of leaving), and normative (obligation to stay). Faculty members with high affective commitment tend to exhibit stronger loyalty and are less inclined to leave their institutions (Zhu et al., 2022). Conversely, weak organisational commitment can exacerbate the negative impact of poor compensation and limited career development on turnover intention. Studies conducted in various sectors have shown that employees with low levels of organisational commitment are more susceptible to voluntary turnover (Abet et al., 2023; A. Hussain et al., 2020).

While existing literature has explored the individual effects of job satisfaction, compensation, career development, and organisational commitment on turnover intention, less is known about how these variables interact in the specific context of Libyan public universities. Moreover, emerging research highlights the importance of examining mediating and moderating mechanisms in understanding turnover dynamics. For instance, job satisfaction may mediate the relationship between compensation, career development, organisational commitment, and turnover intention (K. Hussain et al., 2023). Similarly, perceived organisational support, employees' beliefs that their institution values their contributions and cares about their well-being, may moderate the impact of job satisfaction on turnover intention (Giao et al., 2020). These complex interrelations necessitate a comprehensive model that captures both direct and indirect influences on turnover intention.

In the Libyan context, socio-political instability, economic uncertainty, and institutional fragmentation further compound the challenges associated with faculty retention. Many public universities operate under financial constraints that hinder their ability to offer competitive compensation, invest in infrastructure, and support professional development initiatives (MHESR, 2023; Ali Elabbar, 2022). Furthermore, faculty members often express dissatisfaction with administrative inefficiencies, lack of recognition, and minimal academic autonomy, all of which negatively affect their organisational commitment and job satisfaction (Alzubi, 2018; Halid et al., 2020).

Given these multifaceted challenges, this study aims to explore the relationship between compensation, career development, organisational commitment, and turnover intention among academicians in Libyan public universities, with job satisfaction as a mediator and perceived organisational support as a moderator. By adopting a quantitative approach and drawing on established theoretical frameworks, the study seeks to provide empirical insights that can inform policy and strategic interventions for faculty retention. Addressing faculty turnover is not merely an administrative concern but a national imperative, as academic institutions serve as the backbone of educational advancement and socio-economic development in Libya.

LITERATURE REVIEW

Understanding the factors influencing turnover intention among academicians is of critical importance in addressing faculty attrition, particularly in public universities within developing nations like Libya. The literature identifies several interrelated constructs, job satisfaction, organisational commitment, compensation, career development, and perceived organisational support, as influential in shaping turnover behaviours (Hom et al., 2017; Abet et al., 2023). This section reviews existing scholarship on these variables, highlighting theoretical underpinnings and empirical evidence.

Job Satisfaction

Job satisfaction, often defined as an employee's affective response to their job role and work environment, has been widely acknowledged as a determinant of turnover intention (Spector, 1997; Chen et al., 2023). In higher education, job satisfaction incorporates satisfaction with teaching load, academic autonomy, research support, collegial relationships, and administrative leadership (Zamzami et al., 2022). According to Herzberg's Two-Factor Theory, motivators (e.g., recognition, achievement) promote job satisfaction, while hygiene factors (e.g., salary, policy) prevent dissatisfaction (Herzberg et al., 1959).

Several studies confirm a negative relationship between job satisfaction and turnover intention. For instance, Hussain et al. (2023) found that academic staff with high job satisfaction exhibited lower turnover intentions, particularly when their institutions supported teaching innovation and faculty development. Similarly, Orpina et al. (2022) demonstrated that job satisfaction mediates the effects of compensation and career growth on turnover. These findings indicate that enhancing job satisfaction can serve as a strategic buffer against employee attrition.

However, the influence of job satisfaction is not always straightforward. O'Connor (2018) and Tran et al. (2020) found no statistically significant effect of job satisfaction on turnover intention in some academic contexts, suggesting that additional variables, such as perceived organisational support or socio-political stability, may interact with satisfaction in complex ways.

Organisational Commitment

Organisational commitment refers to the psychological attachment employees feel toward their institution. Meyer and Allen's (1991) three-component model distinguishes between affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (moral obligation to stay). Among academics, affective commitment is particularly critical due to their intrinsic motivation and professional identity (Zhu et al., 2022).

Numerous studies have validated the negative correlation between organisational commitment and turnover intention. For instance, Steil et al. (2019) reviewed 35 studies and identified commitment as one of the most consistent predictors of turnover across contexts. Similarly, Abet et al. (2023) emphasized that low commitment leads to increased turnover intentions, particularly in resource-constrained environments.

In the Libyan context, low organisational commitment may stem from perceived inefficiencies, limited professional autonomy, and lack of recognition, all contributing to disengagement among academic staff (Ali Elabbar, 2022). Moreover, commitment often interacts with job satisfaction and institutional support, amplifying or mitigating their effects on turnover (Jain & Sullivan, 2020).

Compensation

Compensation is a critical hygiene factor that affects employee satisfaction and retention. It includes direct pay, benefits, allowances, and non-financial incentives such as recognition and career growth (Serang et al., 2023). According to Maslow's Hierarchy of Needs, fair compensation satisfies physiological and safety needs, which are foundational for motivation (Maslow, 1943).

In academic institutions, especially public universities, compensation disparities often result in dissatisfaction and intent to leave. Ginting et al. (2023) reported that inadequate compensation was a significant predictor of turnover among faculty in Indonesian public universities. Similarly, Artha and Jahja (2023) noted that delayed salaries and unclear reward systems were demotivating factors for lecturers.

However, findings on compensation are not unanimous. Some studies report a non-linear or even positive association between compensation and turnover intention, suggesting that better pay may increase mobility and external opportunities (Alhempri et al., 2021). This highlights the importance of contextual factors, including job embeddedness, national economy, and public service motivations.

In Libya, faculty members frequently cite low and inconsistent salaries as a key reason for dissatisfaction (MHESR, 2023). The exclusion of public universities from government-wide salary reforms has further exacerbated this problem (Ali Elabbar, 2022). Therefore, compensation reform remains a central recommendation in reducing turnover intention in Libyan academia.

Career Development

Career development refers to the provision of training, mentorship, promotion opportunities, and institutional pathways that support long-term professional growth (Kim, 2017). In higher education, this includes research grants, conference participation, and academic promotion systems.

Studies consistently show that limited career advancement opportunities are linked to increased turnover intentions. For example, Hidayah and Ananda (2021) found that when academic staff perceived career stagnation, they were more likely to seek employment elsewhere. Similarly, Raharjo et al. (2022) emphasized the role of structured development programs in enhancing both satisfaction and organisational commitment.

In Libya, the career development landscape is constrained by inadequate funding, minimal international exposure, and a lack of professional training (Elabbar, 2021; Bredan et al., 2023). This stagnation contributes to faculty demoralisation and disengagement, further reinforcing turnover trends. Without proactive investment in academic development, universities risk losing skilled talent to better-resourced institutions or international opportunities.

Perceived Organisational Support (POS)

Perceived organisational support (POS) reflects employees' beliefs about how much the organisation values their contributions and cares about their well-being (Eisenberger et al., 1986). High levels of POS are positively associated with job satisfaction, commitment, and retention (Giao et al., 2020).

In academic environments, POS can include support for research, fair evaluation systems, responsive leadership, and wellness programs. According to Arasanmi and Krishna (2019), POS significantly moderates

the relationship between job satisfaction and turnover intention. When academics perceive high support, even moderate dissatisfaction does not necessarily translate into turnover intention.

Libyan universities often suffer from weak institutional support mechanisms. Faculty members report a lack of feedback, mentorship, and administrative responsiveness (Ali Elabbar, 2022). This perceived neglect reduces morale and intensifies the desire to leave. Therefore, improving institutional support could serve as a powerful retention strategy.

Turnover Intention in Higher Education

Turnover intention in academia is driven by both individual and organisational factors. According to Hom et al. (2017), faculty turnover is influenced by satisfaction, commitment, compensation, and career growth. Additionally, contextual factors such as institutional reputation, job security, and governance quality play a significant role (Amani & Komba, 2016; Alzubi, 2018).

Recent trends indicate a global increase in faculty turnover. In Malaysia, the academic turnover rate reached 20% in 2017 (Falahat et al., 2019), while in the U.S., over 100,000 faculty members resigned in May 2019 alone (Bureau of Labor Statistics, 2019). In Libya, MHESR (2023) reports an alarming rise in turnover due to brain drain, early retirement, and migration to government sectors.

Despite these alarming trends, scholarly attention to turnover intention in the Libyan higher education sector remains sparse. This research seeks to fill this gap by examining how job satisfaction mediates, and perceived organisational support moderates, the relationship between institutional variables and turnover intention.

RESEARCH METHODOLOGY

This section outlines the research design, approach, population, sampling, instrument development, data collection, and data analysis procedures adopted in this study. The methodology was designed to achieve the study's primary objective: to examine the influence of compensation, career development, and organisational commitment on turnover intention, with job satisfaction as a mediating variable and perceived organisational support as a moderating variable.

This study employs a quantitative, cross-sectional, correlational research design, appropriate for examining relationships among multiple variables at a single point in time (Creswell & Creswell, 2018). The quantitative design allows for the objective measurement and statistical analysis of variables to test the proposed hypotheses. A correlational approach is particularly suitable given the study's aim to explore the strength and direction of relationships between independent and dependent variables (Saunders et al., 2019).

The philosophical underpinning of the study is positivism, which assumes that reality is objective and can be measured through observable and quantifiable data (Bell et al., 2022). This aligns with the use of structured surveys and statistical techniques to derive generalisable conclusions about faculty turnover intentions in Libyan public universities.

The target population consists of academic staff members employed at public universities across Libya. According to the Ministry of Higher Education and Scientific Research (MHESR, 2023), there are over 22,000 faculty members working in 27 public universities. The study employed a stratified random sampling technique to ensure representation across universities, faculties, academic ranks, and disciplines.

The sample size was determined using Krejcie and Morgan's (1970) table, recommending a minimum sample of 377 for a population of 22,000. To account for non-response, 450 questionnaires were distributed, and 402 valid responses were received, yielding a response rate of 89.3%. This sample size is sufficient for conducting multivariate analysis such as Structural Equation Modeling (SEM), which requires at least 200 cases for model estimation (Hair et al., 2019).

Questionnaires were distributed both electronically via email and in hard copy through university administrative offices. Participants were informed about the voluntary nature of participation and the confidentiality of their responses. Ethical clearance was obtained from the research ethics committee of the affiliated institution, and permission was secured from each participating university.

DATA ANALYSIS AND FINDINGS

This section presents the statistical analyses conducted to evaluate the proposed research hypotheses and test the conceptual model. The analysis includes descriptive statistics, reliability tests, Pearson correlation analysis, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) using AMOS version 25.0.

Descriptive Statistics

Descriptive statistics were computed to summarise the demographic characteristics of respondents and their responses to key variables. Out of the 402 valid responses, 58.2% were male, and 41.8% were female. Most respondents held PhD degrees (72.6%), followed by Master's (24.4%) and Bachelor's degrees (3.0%). 54.7% of respondents had more than 10 years of teaching experience, indicating a well-informed sample.

Table 1 summarises the mean and standard deviation of each construct.

Table 1: Descriptive Statistics

Variable	Mean	Standard Deviation	Minimum	Maximum
Compensation (COMP)	3.02	0.77	1.00	5.00
Career Development (CD)	3.25	0.81	1.00	5.00
Organisational Commitment (OC)	3.38	0.75	1.00	5.00
Job Satisfaction (JS)	3.11	0.79	1.00	5.00
Turnover Intention (TI)	2.94	0.83	1.00	5.00
Perceived Org. Support (POS)	3.09	0.76	1.00	5.00

Respondents showed moderate levels of job satisfaction and perceived organisational support, while turnover intention was slightly below average, suggesting growing concerns among faculty regarding employment continuity.

Reliability Analysis

Cronbach's alpha was used to assess the internal consistency of the constructs. According to Hair et al. (2019), values above 0.70 indicate acceptable reliability.

Table 2: Reliability Coefficients

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

All constructs met the minimum threshold, confirming the internal reliability of the measurement instruments (Spector, 1997).

Correlation Analysis

Pearson correlation coefficients were calculated to explore initial relationships between variables.

Table 3: Pearson Correlation Matrix

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

Note: **p < 0.01

The findings show statistically significant negative correlations between turnover intention and compensation (r = -0.316), career development (r = -0.372), organisational commitment (r = -0.403), job satisfaction (r = -

0.489), and perceived organisational support ($r = -0.397$). These results support prior studies that identified these constructs as significant predictors of turnover intention (Chen et al., 2023; Hom et al., 2017).

Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) was conducted to assess the measurement model's validity. The model demonstrated good fit: $\chi^2/df = 2.37$, CFI = 0.934, RMSEA = 0.057, and TLI = 0.927. All factor loadings exceeded 0.60, indicating strong construct validity (Hair et al., 2019).

Structural Equation Modeling (SEM)

Structural Equation Modeling (SEM) was used to test the hypothesised relationships. The structural model showed an adequate fit: $\chi^2/df = 2.49$, CFI = 0.926, RMSEA = 0.060, SRMR = 0.058. Table 4 presents the standardised path coefficients and significance levels.

Table 4: Structural Path Analysis Results

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

The model shows that compensation, career development, and organisational commitment significantly predict job satisfaction and turnover intention. Job satisfaction also has a strong, negative effect on turnover intention, consistent with findings from Hussain et al. (2023) and Raharjo et al. (2022).

Mediation Analysis

Mediation analysis was conducted using the bootstrapping method (5,000 resamples). The results confirmed that job satisfaction partially mediates the relationships between the independent variables (COMP, CD, OC) and turnover intention.

Table 5: Mediation Analysis (Indirect Effects)

Path	Indirect Effect	95% CI	Mediation Type
COMP → JS → TI	-0.11	[-0.21, -0.06]	Partial Mediation
CD → JS → TI	-0.13	[-0.24, -0.08]	Partial Mediation
OC → JS → TI	-0.17	[-0.27, -0.11]	Partial Mediation

The confidence intervals did not include zero, confirming the significance of the indirect effects (Zhao et al., 2010).

Moderation Analysis

The moderating effect of perceived organisational support (POS) on the relationship between job satisfaction and turnover intention was tested using interaction terms. The interaction term JS × POS was significant ($\beta = -0.14$, $p = 0.031$), indicating that POS moderates the relationship.

A simple slope analysis showed that the negative relationship between job satisfaction and turnover intention is stronger when perceived organisational support is high. This suggests that faculty members who are more satisfied and also feel highly supported are least likely to consider leaving the university.

Discussion of Findings

The results confirm that compensation, career development, and organisational commitment significantly impact job satisfaction and turnover intention. These findings are consistent with Herzberg's (1959) motivation-hygiene theory, which emphasises compensation and development as key hygiene and motivational

factors. Moreover, job satisfaction mediates the effects of these factors on turnover intention, supporting the model proposed by Mobley (1977). The moderating role of perceived organisational support aligns with Eisenberger et al. (1986), reinforcing the importance of institutional recognition in retaining staff.

These findings have practical implications for Libyan public universities, suggesting that enhancing faculty compensation, offering career development opportunities, and promoting organisational commitment could reduce turnover intentions. Moreover, strengthening institutional support mechanisms will reinforce faculty retention and mitigate the effects of job dissatisfaction.

CONCLUSION AND MANAGERIAL IMPLICATIONS

This study aimed to examine the influence of compensation, career development, and organisational commitment on turnover intention among academic staff in Libyan public universities, with job satisfaction as a mediating factor and perceived organisational support as a moderating variable. Using a quantitative, cross-sectional approach and analysing data from 402 academic staff members across multiple institutions, the study provides strong empirical support for the proposed conceptual model.

The findings confirmed that all three independent variables, compensation, career development, and organisational commitment, significantly affect both job satisfaction and turnover intention. Specifically, better compensation and more structured career development opportunities lead to higher levels of job satisfaction, which in turn reduces the likelihood of turnover. Similarly, organisational commitment exhibited a strong inverse relationship with turnover intention, reaffirming prior literature that committed employees are less inclined to leave (Meyer & Allen, 1991; Hom et al., 2017).

Moreover, the study validated the mediating role of job satisfaction, demonstrating that it partially explains how compensation, career development, and organisational commitment influence turnover intention. This supports earlier research by Hussain et al. (2023), who found that job satisfaction serves as a conduit through which work-related conditions affect employees' retention decisions.

Significantly, the study also confirmed the moderating role of perceived organisational support. Faculty members who felt valued and supported by their institutions were less likely to leave, even in the face of job dissatisfaction. This finding echoes the work of Eisenberger et al. (1986), who emphasized the critical role that perceived organisational support plays in reducing employee withdrawal behaviours.

These findings are particularly relevant for Libya, a country experiencing considerable challenges in higher education due to socio-political instability, resource constraints, and talent migration. The study not only advances theoretical understanding of faculty turnover in developing country contexts but also provides practical guidance for university administrators and policymakers striving to build a stable, motivated academic workforce.

Managerial Implications

The findings of this study present important managerial implications for leaders and decision-makers in Libyan public universities and similar contexts in developing regions. Addressing academic turnover requires more than reactive policies; it demands a strategic approach rooted in evidence-based human resource practices. The following implications are suggested:

1. Enhance Compensation Structures

Compensation emerged as a significant predictor of both job satisfaction and turnover intention. While financial limitations exist in the public sector, universities must prioritize fair and competitive compensation schemes to retain talent. This includes timely salary payments, transparent incentive structures, and allowances for research, transportation, and housing where possible.

Where salary increases are constrained by national budgets, non-monetary rewards, such as recognition programs, professional development funding, and academic titles, can also boost morale (Serang et al., 2023). Institutions can further explore performance-based rewards to align compensation with measurable contributions in teaching and research.

2. Invest in Career Development Opportunities

The results underscore the importance of career development in influencing faculty satisfaction and retention. A lack of professional growth often leads to stagnation and eventually resignation. Therefore, universities should:

Implement structured career pathways that provide clear promotion criteria.

Offer regular training workshops and access to advanced qualifications.

Support faculty attendance at national and international conferences.

Create mentorship programs that pair junior staff with experienced academics.

Career development plans should be integrated into institutional strategies, with clear timelines and performance metrics to ensure accountability (Kim, 2017; Raharjo et al., 2022).

3. Foster Organisational Commitment

Organisational commitment is vital in reducing voluntary turnover. University administrators should promote a culture of shared governance, academic freedom, and collegiality to build emotional attachment among faculty (Meyer & Allen, 1991). When faculty perceive that their values align with institutional missions, they are more likely to remain engaged and loyal.

Enhancing communication between academic staff and top management also reinforces trust and transparency. Open forums, regular departmental meetings, and inclusion in decision-making bodies contribute to stronger organisational bonds (Zhu et al., 2022).

4. Improve Job Satisfaction through Workplace Conditions

Job satisfaction mediates the effects of other variables on turnover, making it a central target for managerial intervention. University leadership should ensure that academic workloads are manageable, administrative processes are efficient, and teaching and research environments are supportive.

Faculty autonomy, recognition for achievements, and supportive leadership styles all play critical roles in shaping satisfaction (Spector, 1997; Orpina et al., 2022). Deans and department heads should receive training in transformational leadership practices to better engage their teams.

5. Strengthen Perceived Organisational Support (POS)

The moderating effect of POS shows that when employees feel supported by their institutions, even dissatisfaction with some job aspects may not lead to turnover. POS can be enhanced through both tangible and intangible efforts:

Acknowledge and celebrate faculty achievements.

Provide emotional support during crises (e.g., health or family-related concerns).

Ensure fair treatment and responsive grievance redress systems.

Eisenberger et al. (1986) argue that perceived support fosters a reciprocal commitment from employees, ultimately strengthening organisational retention. Faculty should feel that their contributions are seen, valued, and rewarded beyond financial compensation.

6. Contextualize Retention Strategies to Libyan Realities

Libyan universities operate in a challenging context shaped by political instability, funding constraints, and administrative fragmentation (MHESR, 2023). As such, solutions must be realistic, contextually grounded, and phased. For instance, while improving infrastructure and internationalization may be long-term goals, short-term interventions, such as improving communication, promoting transparency, and acknowledging staff, can be implemented with minimal resources but high impact.

7. Adopt Evidence-Based HR Policies

Universities should embrace data-driven HR practices by conducting regular staff satisfaction surveys, exit interviews, and performance reviews. These tools provide feedback loops for monitoring institutional health and refining retention strategies. The integration of data analytics in HRM can help anticipate turnover risks and design targeted interventions (Hair et al., 2019).

8. Collaborate with Government and Donors

Finally, public universities must work collaboratively with the Ministry of Higher Education and international donors to improve funding, policy frameworks, and capacity-building programs. National-level interventions, such as standardized promotion policies and salary adjustments, are essential to ensure consistency and equity across the public university system.

In conclusion, this study highlights the urgent need for Libyan public universities to adopt a proactive and strategic approach to faculty retention. The interconnectedness of compensation, career development, organisational commitment, job satisfaction, and organisational support reveals that no single factor can resolve the turnover crisis. Rather, an integrated model of academic engagement, centered around motivation, support, and professional growth, is required.

This research offers a valuable foundation for further academic inquiry and institutional reform. Future studies may explore longitudinal changes in retention patterns, incorporate qualitative insights, or assess the role of leadership and governance in academic staff retention. In a time of national rebuilding, ensuring a stable and motivated academic workforce is not just desirable, it is imperative for Libya's educational and developmental aspirations.

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