



## EXPLORING THE FACTORS INFLUENCING RESIGNATION INTENTIONS AMONG UNIVERSITY LECTURERS: A CASE STUDY IN VIETNAM

Le Hau<sup>1\*</sup>

<sup>1</sup>University of Management and Technology Ho Chi Minh City, Ho Chi Minh City, Vietnam

ARTICLE INFO	ABSTRACT
<p>DOI: 10.52932/jfmr.v3i3ene.687</p> <p><i>Received:</i> December 18, 2024</p> <p><i>Accepted:</i> July 14, 2025</p> <p><i>Published:</i> July 25, 2025</p> <p><b>Keywords:</b> Higher Education, Job Pressure, Job Satisfaction, Organization Commitment, Resignation Intention.</p> <p><b>JEL codes:</b> I25, E24, M54</p>	<p>Faculty resignation intention is a huge problem at public and private universities in the country, suffering from a shortage of qualified lecturers. This study contributes to the understanding of faculty turnover in Vietnamese universities by examining resignation intention among university lecturers in Vietnam: job pressure, job satisfaction, and organizational commitment. The present research will be grounded and expanded on Ajzen's Theory of Planned Behavior, which explains how the above-mentioned factors add to faculty turnover and offers recommendations for universities to improve faculty retention and reduce turnover. A mixed-methods approach was adopted for the research method, combining qualitative semi-structured interviews and quantitative surveys to collect data from 303 university lecturers throughout various regions in Vietnam, providing both theoretical and practical insights into the retention of university faculty. The results showed that job pressure positively influenced resignation intention, while job satisfaction and organizational commitment negatively influenced the lecturer's intention to resign. Most importantly, the study finds that work pressure is the most significant predictor of intention to resign; thus, universities must manage workload effectively to sustain academic talent, an area that has been underexplored in the Vietnamese context until now. This would, inversely, mean job pressure needs to be brought down and mitigated while increasing job satisfaction, which eventually reinforces organizational commitment. If turnover needs to be minimized, the improvement in faculty retention. These results bring empirical recommendations for university administrators regarding improving retention strategies to ensure stability and further development at Vietnamese higher education institutions.</p>

\*Corresponding author:

Email: [hau.le@umt.edu.vn](mailto:hau.le@umt.edu.vn)

## 1. Introduction

One of the crucial factors that has gained the substantial interest of scholars and human resource managers is the intention to leave. The intention to leave is considered a very important predictor of potential turnover behavior, which, if not managed properly, may have tremendous consequences for the organizations concerned (Xueyun et al., 2025). These include increased operational costs, loss of institutional knowledge, and disruption in productivity (Moynihan & Landuyt, 2008; Firth et al., 2004; Price & Mueller, 1983). Hence, understanding the factors of resignation intention is crucial in an organization's efforts toward mitigating the negative impact of employee turnover.

In the context of higher education, faculty turnover becomes critical, above all with respect to maintaining continuity, quality of education, and institutional knowledge acquired by universities. Shortages of qualified lecturers have become an increasing concern at Vietnam's higher education institutions. A study conducted recently by Nguyen et al. (2023) showed that faculty turnover in Vietnamese universities has reached the critical point, which in turn worsens the problem of sustaining high standards of education. This is an aggravated issue in rural and under-funded Vietnamese universities, where the retention of faculty members is even more problematic due to the constraints of poor remuneration, high workloads, and few resources available to them (Nguyen et al., 2023). Even further, according to a study by Xueyun et al. (2025), the high turnover among university faculty members is due not only to their job dissatisfaction and organizational pressure. These issues are not only impacting the academic environment but also impeding the long-term growth and progress of the Vietnamese education sector.

Comparing the faculty turnover rate with other professions, one perceives that faculty

members are no exception. Faculty turnover patterns usually tend to be similar in trend to other sectors; the only difference is perhaps the lower rate of turnover beyond the initial years of the career of faculty (Nguyen et al., 2023; Ghosh et al., 2013). High turnover rates in the early years of a faculty member's career can be related to characteristics common among young professionals, such as career uncertainty and lack of experience (Zhao et al., 2024; Asegid et al., 2014). Thus, describing education as a profession with its unique retention challenges may mislead and lead to less than effective strategies to improve faculty retention. This is an issue that needs to be addressed with special urgency at universities in Vietnam, where both public and private universities have different challenges and resource limitations.

In the context of Vietnam, different factors operate in determining the cohesiveness of key faculty members: job pressure, job satisfaction, and organizational commitment. In fact, these factors form the core of understanding faculty turnover because they are linked to the decision to leave or stay in the profession among faculty members (Nguyen et al., 2023). The Vietnamese higher education sector is suffering from a serious brain drain, with many qualified professionals moving to other sectors of the economy, thus further aggravating the problems faced by universities. All these factors determine not only the growth of individual institutions but also the broader development of the country's system of higher education.

Job pressure, job satisfaction, and organizational commitment have consistently been identified as key factors influencing employees' intention to resign (Iqbal et al., 2014; Calisir et al., 2011). Previous studies have highlighted several reasons for faculty resignation, including inadequate administrative support and low salaries. Moreover, increased emphasis placed upon evaluations and accountability has resulted in

demoralization among certain faculty members, further driving them out of the profession for good (Maitrarat et al., 2021). When considered from the university perspective, these issues take even greater importance. Universities value faculty members as assets. Both the stability and the quality of the faculty have direct impacts on an institution's ability to provide high-quality education and make contributions to national progress (Zhong & Zhang, 2024).

While much research in this area of resignation intention is conducted across other sectors like health, banking, and public services (Li et al., 2019), studies relating particularly to university lecturers are still scant in Vietnam. This study seeks to address this gap by offering a comprehensive and timely investigation into how job pressure, job satisfaction, and organizational commitment affect resignation intention, especially as faculty mobility and burnout have intensified post-pandemic, requiring urgent academic and policy-level responses. This shortage in the literature justifies the need to conduct research into the intention of faculty members to turn over in Vietnam, on essential factors that influence them in their decisions to leave. The study tries to fill this gap and contributes to an understanding of the relationship between job satisfaction, job pressure, organizational commitment, and faculty resignation intention.

The research is grounded in Ajzen's (1991) Theory of Planned Behavior (TPB), which posits that behavior is influenced by attitudes, subjective norms, and perceived behavioral control. For the case of this study, resignation intention stands as the pivot of investigation. This theory can help explain what motivates lecturers who have chosen to resign and will be used to analyze the following questions: What are the main reasons behind lecturers' intentions to leave the profession? What are the barriers that exist that make it difficult

or impossible for them to continue in the profession? By addressing these questions, meaningful insights into the ways universities might take steps toward retaining their faculties can be obtained.

This research employs resignation intention as the dependent variable since resignation intentions have been proven to be an accurate predictor of actual turnover behavior. Although intentions for resignation are not overt behavior, they provide insights into several factors that help predict when employees are likely to leave (Bhat et al., 2024; Kersaint et al., 2007). Investigating intentions to resign can, subsequently, support organizations in forecasting turnover and preparing for potential impacts (Iqbal et al., 2014).

The research encompasses examining the relationships between pressure at work, satisfaction with work, organizational commitment, and intention to resign among Vietnamese lecturers at the university. The anticipation of the findings is hoped to make contributions towards both theoretical knowledge and practical recommendations for the university in developing more effective faculty retention principles.

## 2. Literature review

The intention to resign among employees is an area of great interest to both academics and practitioners in various fields, but especially in higher education. Although not behavior, resignation intention is an accurate predictor of turnover behavior (Lacap, 2020). In academia, resignation intention matters more since it can affect staffing numbers, the quality of education, as well as institutional stability (Buckley et al., 2005). Knowing the factors behind resignation intention would help organizations develop solutions to deal with the underlying issues driving employee resignation, hence mitigating adverse effects such as high recruitment costs,

loss of intellectual capital, and interruption of organizational performance (Brzezicka & Kobylńska, 2021; Moynihan & Landuyt, 2008).

Several factors underlie intention to quit, with the most commonly studied being organizational commitment, job pressure, and job satisfaction. These are all interconnected factors, with each making an independent contribution toward an employee's decision to remain or depart. Organizational commitment and job satisfaction are of greatest importance to the retention of faculty, while job pressure is an essential driving factor in turnover in academic institutions. These are supplemented with several internal and external factors, like institutional support, leadership behavior, remuneration, and load pressure factors (Xueyun et al., 2025; Brzezicka & Kobylńska, 2021).

Prior research across different regions confirms the impact of job satisfaction and pressure on faculty retention (Bhat et al., 2024; Sutchter et al., 2016). In Vietnam, more recent research works published by Xueyun et al. (2025) and Nguyen et al. (2023) elucidated that both the lack of qualified lecturers and academic work pressure were among the causative factors in faculty turnover.

### ***2.1. Resignation intention and its significance***

Since resignation intention is one of the major precursors of actual turnover behavior, understanding it is very significant in the academic environment, where faculty members are a core part of the institution's structure. It is worth mentioning that even though resignation intention is not about the immediate act of leaving an institution, it strongly relates to future turnover; therefore, it is an important variable that universities should track. Other negative effects are that faculty turnover means experience is lost, learning by the students is disrupted, while financially and operationally a burden is imposed on the institution as

it recruits and trains new faculty and staff (Labrague, 2020; Moynihan & Landuyt, 2008). In this study, resignation intention refers to leaving one's current post, not necessarily the academic profession. Most university lecturers might see transferring from one university to another as an option where they can expect improved working conditions, less pressure at work, and higher job satisfaction and organizational commitment. This clarifies the distinction since it illustrates the subtle nuance of resignation intention in academic situations, which is quite different from abandoning the profession.

In higher education, job demands emanating from teaching, research, and service may raise pressures on faculty members, bring them to a state of dissatisfaction, and finally influence their intention to quit. If universities fail to respond to such job pressures, it can affect their turnover rates negatively and hence dent the educational quality and institutional stability accordingly (Ghosh et al., 2013; Lee et al., 2012). Although resignation intention is probably an individual decision; meanwhile, it is largely regulated by the institutional climate and organizational culture as well as support obtained or given by the administration throughout (Ingersoll & Tran, 2023; Liu & Meyer, 2005).

### ***2.2. Job satisfaction and resignation intention***

Job satisfaction is known globally to be one of the greatest predictors of employee intention to leave, particularly in academic institutions. It refers to employees' satisfaction with aspects such as salary, work environment, and career development (Ingersoll & Tran, 2023). Studies have consistently revealed that an increase in job satisfaction is positively correlated with a decreased intention to leave since satisfied employees are unlikely to consider departing from the profession (Ingersoll & Tran, 2023; Liu & Meyer, 2005).



It views job satisfaction as a multi-faceted construct that incorporates aspects of intrinsic and extrinsic job attributes. Job satisfaction comprises intrinsic elements like autonomy and professional growth, and extrinsic elements such as salary and work-life balance (Aftab et al., 2024). The work environment is an important factor that influences job satisfaction. Good relations among colleagues, supportive supervisors, and appreciation for employees' efforts are positively linked with higher job satisfaction and reduced intentions to quit (Iqbal et al., 2014). Negative perceptions about policy, lack of appreciation, and restricted career growth prospects, however, are expected to create intentions of quitting, particularly among lecturers (Xueyun et al., 2025). Hence, it is imperative to increase job satisfaction to enhance faculty retention and voluntary turnover intentions in university settings.

### **2.3. Job Pressure and Resignation Intention**

The major elements affecting resignation intention are job pressure and work-related stress. Job pressure refers to the stresses and challenges an employee faces in his workplace that hurt his or her mental health, job satisfaction, and commitment to the organization. In an academic context, these may be the causes: heavy teaching loads, research demands, administrative burdens, and time constraints, among many others (Alzubi et al., 2023; Ni et al., 2022). Excessive job pressure may facilitate burnout, job dissatisfaction, and high resignation intention (Barsky et al., 2004).

Work-related stress may emanate from a number of factors that include conflict of interest, workload imbalance, shortage of staff, and lack of adequate resources to perform the job (Graham et al., 2000). This creates a psychologically and physically demanding environment that degrades the capabilities of employees to perform effectively and reduces their commitment to the organization (Ni

et al., 2022). High levels of job pressure are related to the greater likelihood of resignation intention. Previous studies confirm that work-related stress is one of the main predictors of resignation intention in different industries, like education, as evidenced by the works of Alzubi et al. (2023) and Calisir et al. (2011).

For university lecturers, the pressure to balance teaching, research, and administrative duties creates significant stress, which, if not properly managed, can lead to burnout and dissatisfaction. Moreover, increasing expectations for research output and performance evaluations heighten job pressure (Raziq & Maulabakhsh, 2015). Faculty members in private institutions may have even higher job pressure compared to other faculty members at public universities because of increased competition and a lack of resources (Nguyen et al., 2023). Therefore, job pressure is one of the critical factors in the intention to quit among faculty members, and universities need to manage workload imbalances in order to reduce resignation intentions (Calisir et al., 2011).

### **2.4. Organizational commitment and resignation intention**

Organizational commitment entails attachment and psychological sense, evoking the right amount of loyalty feelings from individuals towards an organization. The efforts extended by a particular individual to serve their organizational group on voluntary grounds are vital, accompanied by a need to persist further in long-term relations (Porter et al., 1974). Organizational commitment, according to several research studies, has a negative relationship with resignation intention because highly committed people tend less or have less intention of leaving the organization (Luz et al., 2018; Juhdi et al., 2013). Lecturers' commitment at the university is defined by "institutional mission and values, leadership practices, and fit in the academic community." Those who feel valued by their institution and perceive their

work as meaningful are more likely to remain with the institution (Lee et al., 2012).

On the contrary, it is lecturers who believe that the institution does not care about them and were alienated to organizations that take a less organizational commitment along with higher intention to turnover (Xueyun et al., 2025; Macdonald, 1995). It could be analyzed that the other predictors affecting organizational commitment, job satisfaction, or job pressure. Organizational commitments will, therefore, develop amongst strong faculty members in accordance with their work satisfaction as well as from the institution itself. In contrast, high job pressure coupled with low job satisfaction is likely to corrode organizational commitment and enhance resignation intention (Iqbal et al., 2014). A supportive work environment in terms of professional development and a sense of belonging, therefore, decreases the intention to quit.

### **2.5. Theoretical Framework**

The study adheres to Ajzen's Theory of Planned Behavior (TPB) as the primary theoretical foundation of lecturers' intention to resign. TPB, Ajzen (1991) suggests that the behavior intention is formed among three components: attitude towards behavior, subjective norm, and perceived behavior control. Here, organizational commitment and workplace satisfaction are attitudes towards persistence, and work pressure is the perceived ability to handle one's work. Subjective norms, although not directly measured, may be influenced implicitly in terms of intentions by the institutional context.

To provide more illumination to the multifaceted nature of job satisfaction, the study adopts the theoretical underpinning of Self-Determination Theory (SDT) (Deci & Ryan, 2012) SDT distinguishes between intrinsic motivation (i.e., autonomy, purpose) and

extrinsic motivation (i.e., pay, promotion), both translatable to the manner lecturers form attitudes towards their profession and institution. Through the incorporation of TPB and SDT, the study creates an expanded theoretical foundation that allows for both deliberate behavior and motivation processes and hence fortifies the derivation and justification of the research hypothesis in the Vietnamese higher education context of faculty retention.

### **2.6. Hypothesis development**

Resignation intention is now an intricate phenomenon and issue of prime concern in organizational behavior scholarship. This research analyzes three influential factors – job pressure, job satisfaction, and organizational commitment – which are thought to strongly affect resignation intention among Vietnamese university lecturers. Prior research has established the link among these factors and resignation intention thoroughly. Yet, the Vietnamese university environment offers unique challenges and opportunities, which make it necessary, in this investigation, to further investigate these factors' effects. On the basis of the literature review, various hypotheses are proposed to measure the effects of these factors on faculty resignation intention in Vietnam. Considering the increased faculty mobility among various kinds of institutions, this research also aims to investigate the intention of Vietnamese university lecturers to switch from public to private and vice versa. Such employee mobilities are normally caused by the pursuit of improved working conditions, reduced job pressures, and greater organizational commitment, which can provide rich insights into faculty turnover.

#### ***Job Pressure and Resignation Intention***

Work pressure is an essential predictor of intention to quit, as it is an indicator of the

amount of pressure and demand employees have at work, which causes them to experience psychological pressure, burnout, and intention to leave (Alzubi et al., 2023; Ni et al., 2022). In academia, work pressures are attributed to the mix of classroom load, research responsibility, administrative tasks, and time pressure (Engel et al., 2014). These pressures produce an environment of tension, which negatively impacts job satisfaction and organizational commitment, making intention to leave more likely to occur (Iqbal et al., 2014).

Studies conducted by Alzubi et al. (2023) and Calisir et al. (2011), have invariably demonstrated that there is a positive relationship between work pressure and intention to resign in different industries, even in education. When employees are exposed to job demands that are not matched with their coping capabilities, they develop stresses, which consequently trigger them to consider quitting their profession (Ni et al., 2022). This is especially true in academia, where lecturers have to undertake multiple tasks – lecturing, research, and administrative roles – using few resources and with little or no support.

Among university lecturers in Vietnam, job pressure is expected to be highly influential on resignation intention because there has been increased pressure in recent times on the research output, teaching performance, and administrative burdens. Thus, the first hypothesis is proposed:

*Hypothesis H1:* Job pressure positively impacts the resignation intention of university lecturers in Vietnam.

This hypothesis postulates that higher levels of job pressure will result in a greater likelihood of university lecturers intending to leave. By understanding the relationship between job pressure and resignation intention, universities can address workload imbalances and reduce faculty turnover.

### *Job Satisfaction and Resignation Intention*

The link between satisfaction with one's work and the intention to resign has always been a robust predictor of employees' intention to quit their positions. Job satisfaction is the extent to which employees are satisfied with most parts of their work, including compensation, work environment, co-worker relationships, and prospects for professional growth (Lyons & Bandura, 2019). Job satisfaction among employees is revealed to have the effect of reducing the likelihood of intention to leave compared with dissatisfied workers (Li et al., 2016). However, low satisfaction with one's work strongly promotes intention to resign since dissatisfied employees frequently seek other positions outside their firms (Tye & O'Brien, 2002).

It has both intrinsic and extrinsic factors that influence job satisfaction. Intrinsic factors, such as job content, professional development, and autonomy, build an individual's sense of fulfillment and satisfaction with his or her work. On the other hand, extrinsic factors, which include salary, benefits, and work-life balance, have an immediate impact on the well-being and job satisfaction of employees (Aftab et al., 2024). In the case of university lecturers, job satisfaction is influenced by factors such as salary level, academic freedom, teaching load, research opportunities, and institutional support. Some studies have demonstrated that satisfied faculty members who are comfortable with their job conditions, like salary and career prospects, have a lesser tendency to quit (Asegid et al., 2014; Firth et al., 2004).

Thus, it is expected that job satisfaction negatively influences resignation intention since satisfaction with the work environment dampens the tendency of the lecturers to leave their institutions. Based on these considerations, the following hypothesis is proposed:

*Hypothesis H2:* Job satisfaction negatively impacts the resignation intention of university lecturers in Vietnam.

The basis of this hypothesis is the fact that increased job satisfaction will deter university lecturers from quitting. Job satisfaction increase can consequently be an effective approach wherein higher education institutions can undertake to reduce the resignation intentions among their faculty.

#### *Organizational Commitment and Resignation Intention*

Organizational commitment is generally described as the emotional affiliation and allegiance employees have with their organization. High organizational commitment employees are likely to remain with their organization and are less likely to have resignation intentions than employees with low organizational commitment (Luz et al., 2018; Mishra et al., 2016). In an academic environment, institutional culture, leadership style, and belongingness to the academic community all shape organizational commitment. Lecturing staff who see their institution as conducive and consistent with their professional values are likely to be committed to the organization (Lee et al., 2012).

Scholarly evidence indicates that organizational commitment is inversely related to the intention of resignation. Highly committed employees have fewer intentions to resign, leading to decreased resignation intentions. Various studies have also emphasized positive correlations between organizational commitment and retention (Quratulain & Khan, 2015). Organizational commitment among lecturers at the university is, among other factors, affected by the values of the institution, leadership, faculty appreciation, and professional growth and advancement opportunities. Those faculty members who are valued and recognized by their college

or university have fewer intentions to resign (Maxwell, 2020).

Given the importance of organizational commitment in reducing resignation intention, this study postulates that higher levels of organizational commitment relate to lower resignation intentions among university lecturers. Thus, the following hypothesis is proposed:

*Hypothesis H3:* Organizational commitment negatively impacts the resignation intention of university lecturers in Vietnam.

It is hypothesized that organizational commitment has a negative relationship with resignation intention, such that the higher the degree of organizational commitment, the lower the intention to resign. Supportive leadership, shared values of the institution and faculty are strategies through which universities can encourage a greater sense of organizational commitment and valuing faculty as members of the academic community.

### **3. Methodology**

#### **3.1. Research Design**

This study uses a mixed-methods research design; it combines both qualitative and quantitative methods in the collection of data. The qualitative phase will establish the theoretical framework and scale for the research concepts, while the quantitative phase will test the relationships among these factors through statistical analysis.

*Qualitative Phase:* The interview method in the qualitative phase involved university lecturers from the country of Vietnam through semi-structured interviews. Semi-structured interviews also give room for probing into the experiences of the participants with consistency on issues that a researcher would want to probe (Hair et al., 2019). In this context, the interviews were based on an open-ended discussion guide



that sought to elaborate on the main factors impacting the intention to quit, which will be discussed subsequently: job satisfaction, job pressure, and finally, organizational commitment. Purposive sampling was conducted to identify 15 lecturers from various public and private universities across Vietnam. Each interview, lasting from 45 to 60 minutes, was transcribed and analyzed through thematic analysis. Thematic analysis enables one to note themes and patterns that keep arising from the data and therefore provides further insight into factors that shape resignation intentions.

*Quantitative Phase:* The quantitative phase utilized a survey to collect data from a larger sample of university lecturers. Guided by the results from the qualitative in-depth interviews, a structured questionnaire was constructed to measure the four key variables under investigation: job satisfaction, job pressure, organizational commitment, and resignation intention. The responses for participants' attitudes to each of these factors were based on Likert scale items anchored by 1 (strongly disagree) and 5 (strongly agree).

### **3.2. Data collection methods**

The data collection for this study involved two stages: the qualitative stage and the quantitative stage. To maintain the authenticity of the responses, especially where sensitive issues such as intentions of resignation are involved, several measures were put in place during the interview. These comprised ensuring anonymity of participants, guaranteeing confidentiality, and stressing the voluntary response to encourage the respondents to provide honest feedback. The participants were further provided with the right to refuse to answer questions they felt would make them uncomfortable, which assisted in ensuring data integrity in the data collection.

#### *Qualitative data collection*

Fifteen university lecturers participated in this qualitative study; it involved semi-structured face-to-face interviews to allow participants to describe their experiences in their own words. To this end, an interview guide was prepared with open questions that could eventually enhance the understanding of aspects related to job satisfaction, organizational commitment, and job pressure among the lecturers. The rich insights into the qualitative data provided factors influencing resignation intentions and informed instrument development in the quantitative phase of the survey. There were various recurring themes that emerged from the qualitative analysis, which included institutional support, job-related stress, and the need for improved working conditions. These were supported by quantitative data, where job pressure significantly contributed to resignation intention. For example, lecturers at rural universities showed increased stress caused by high workloads and administrative tasks compared to lecturers at urban universities, as implied in the quantitative data showed that job pressure significantly enhanced resignation intention.

#### *Quantitative data collection*

The quantitative data shall be directly collected from the structured survey that has been distributed through the convenience sampling technique to a larger sample size of university lecturers within public and private universities across northern, central, and southern Vietnam. Concretely, this sample population encompasses 303 respondents from university lecturers in the north, center, and south parts of Vietnam. The total number of items is 28, grouped in a self-reporting questionnaire into two parts: the first consists of Likert-scale questions that measure job satisfaction, job pressure, and organization

commitment, while the second deals with the demographic information of participants. The survey was administered using paper-and-pencil and an online data collection facility in order to provide greater flexibility when collecting data.

### **3.3. Sample Selection**

The sample in this study will be selected using the convenience sampling method, which is acceptable in a situation where it is not possible to get a large random sample (Hair et al., 2019). The convenience sampling method will therefore be appropriate for efficiently collecting data from a wide range of university lecturers. The sample was drawn from lecturers working in both public and private universities across the North, Central, and South regions of Vietnam. Thus, this sample size of 303 lecturers was adequate to conduct a meaningful statistical analysis following guidelines provided by Hair et al. (2006) and Green (1991). The sample characteristics involved cross-sections of ages, genders, and institutional types, and these were appropriately represented in this sample.

Among 303 respondents, 119 represented private universities, and 184 came from public universities. Respondent age ranged between 25 to 57 years with an average of 39.8 years. The descriptive statistics revealed the sample consisted of 59.08% males and 40.92% females. Further analysis was therefore made to know whether a difference existed between public/private universities and among male/female lecturers concerning their resignation intentions.

### **3.4. Research Instruments**

The research instruments used in this study consisted of two main components: the semi-structured interview guide and the structured questionnaire.

#### *Interview guide*

This interview guide was developed from the literature review and findings during the qualitative phase. This interview guide was used to explore the experiences and perceptions of lecturers in relation to job satisfaction, job pressure, organizational commitment, and resignation intention. Some of the sample questions include:

- What do you think contributes most to your job satisfaction?
- How do you feel about the job pressure at your university?
- How would you describe your commitment to your institution?
- What would make you consider resigning from your position?

All interviews were transcribed and analyzed thematically, allowing the identification of key themes and subthemes relevant to the study.

#### *Survey questionnaire*

This questionnaire consists of 28 questions that measure the key variables of the study: job satisfaction, job pressure, organizational commitment, and resignation intention. Items in the questionnaire were adapted from established scales used in previous research (Firth et al., 2004; Cohen & Cohen, 1983; Porter et al., 1974). Measurement of the constructs was by a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree” (see *Appendix 1 online*).

The reliability of the scales was measured by Cronbach's alpha, and all scales showed adequate reliability (Cronbach's alpha > 0.7). The pre-test on a small sample of 30 lecturers was carried out, and the Cronbach's alpha coefficient obtained was 0.846, showing good internal consistency.

### 3.5. Data analysis techniques

The data collected from the qualitative and quantitative phases were analyzed using appropriate statistical and thematic analysis methods.

#### *Qualitative data analysis*

Qualitative data from semi-structured interviews were transcribed and analyzed for themes using thematic analysis. Thematic analysis is a method of identifying, analyzing, and reporting patterns of themes within the data (Marcoulides & Hershberger, 2014). This method allowed for the exploration of key themes related to job satisfaction, job pressure, and organizational commitment and their influence on resignation intention.

#### *Quantitative data analysis*

The quantitative data were analyzed by several statistical techniques, which include descriptive statistics, correlation analysis, and multiple regression analysis. Descriptive statistics provided a way to summarize the demographic characteristics of the sample and the responses to survey items. In this case, the following key variables, relationship satisfaction, job pressure, organizational commitment, and resignation intention, were explored by using correlation analysis. Quantitative testing of the proposed research model on how job satisfaction, job pressure, and organizational commitment predict resignation intention was made using multiple regression analysis.

## 4. Results and discussion

### 4.1. Descriptive statistics

In total, 303 university lecturers responded to the survey. Of these, 119 lecturers were from private universities, while the remaining 184 were from public universities, with an average age ranging between 25-57 years of age, with a mean of 39.8 and a standard deviation of 8.95.

Of the participants, 179 were men and 124 women, or 59.08% and 40.92%, respectively (*see Appendix 2 online*). Respondents are relatively young adults and come, by and large, from public universities. In these regards, such factors constitute necessary considerations toward ascertaining how variables like job satisfaction, job pressure, and organizational commitment change within a given population structure determined by age, gender, and institutional affiliation.

### 4.2. Reliability and validity

The results of the T-test analysis indicate that lecturers in private universities had a higher general level of job satisfaction compared to lecturers in public universities. Also, the lecturers from the private institutions were more satisfied with the particular aspects: The Private Universities' mean is 4.322, while the Public Universities' mean is 4.010. Specifically, those aspects of the job at which lecturers of the private institutions were more satisfied deal with income, promotion against salary, and a relatively stable personnel structure in the public sector. Public university lecturers showed more organizational commitment than those in private ones: Private -  $M = 4.209$ ; Public -  $M = 4.330$ . Regarding job pressure, the magnitude occurred higher for lecturers in private institutions compared to their public university colleagues: Private -  $M = 4.590$ , Public -  $M = 4.575$ . One of the key findings from the analysis was that lecturers from Public Universities had lower resignation intentions than those from private institutions, private mean = 4.351, Public mean = 4.339.

Confirmatory results show that Cronbach's Alpha of latent variables in the research model is all greater than 0.6, thus significant and proper for further analysis. Besides, the coefficients of inter-item correlation of these measurement variables all exceed 0.3. In addition, the Alpha, if the Item deleted coefficients of the variables,

are all below Cronbach's Alpha coefficient, which means these measurement variables are usable in the following analysis.

The results of Exploratory Factor Analysis, by using the Principal Component extraction method with Varimax rotation for the independent factors extracted 3 factors having Eigenvalues greater than 1, precisely 2.799, and thereby explained a cumulative variance of 65.006%. It has been consistent with the initial three-factor proposal in the research model. In other words, three factors explain 65.006% of the dispersion in the dataset. Kaiser-Meyer-Olkin: Sampling adequacy was 0.765 ( $0.5 < \text{KMO} < 1$ ). The Sig. of the Bartlett's Test of Sphericity was 0.000. Thirdly, all loadings of the observed variables stood at  $> 0.5$  (see *Appendix 3 online*). On the other hand, post-factor analysis there came out 15 retained observed variables, forming 3 clusters. The content of the latent and observed variables is based on the initial research model. Cronbach's alpha values for all constructs were satisfactory, confirming that the measurement scales used in the study were reliable for further analysis (see *Appendix 4 online*).

#### **4.3. Exploratory Factor Analysis (EFA)**

The factor structure of the above measurement items was tested by extracting the results of an Exploratory Factor Analysis (EFA). It can be seen from the results that the three main constructs, which are job satisfaction, job pressure, and organization commitment, were strongly loaded with their respective factors (see *Appendix 5 online*). Analytical evidence was obtained demonstrating that the scales were appropriately gauging the intended construct, and the items were eventually well associated with their related factors.

These, through the explorative factorial analysis for the dependent variable, present one underlying dimension, correspondent to Unidimensionality of Construct, called

Resignation Intention, with factors in eigenvalue 4,651 ( $> 1$ ); next variances explained are also greater, 60,103% for Kaiser-Meyer-Olkin measure, which follows up from a value of; it, therefore, follows that accordingly Bartlett's Test of sphericity has Sig. At 0.000-all, its factor load will equal. These test values show that factor analysis is consistent with the research model. After the extraction process, as in the theoretical model proposed, one factor was extracted with a total of 08 observed variables.

First of all, according to the given correlation matrix results, the dependent variables are linearly correlated with all three independent variables. The highest one is represented for a dependent variable, being coupled with job satisfaction, which was determined by  $r = 0.258$ . On the other side, it goes a correlation between the organizational commitment of lecturers with resignation intention as the lowest level:  $r = 0.030$ . According to the Correlation Matrix, all independent variables hold a statistically significant correlation with a dependent variable. This confirms the appropriateness of the research model in identifying major factors affecting lecturers' intention to leave.

The results of the variance analysis, the F-value is 41.859 (sig. = 0.000) (see *Appendix 6 online*). This means that we can reject the hypothesis that all regression coefficients are equal to 0 (except for the intercept) with statistical significance. Thus, the multiple linear regression model considered is appropriate for the data set and can be applied.

#### **4.4. Regression analysis**

Multiple regression analysis was carried out to test the hypothesized associations among the independent variables of job pressure, job satisfaction, and organizational commitment on the dependent variable of resignation intention. The regression results are presented in Table 1.



**Table 1.** Results of Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	Beta	Std. error	Beta				Tolerance	VIF
Const	.513	.345			0.423	0.003		
JSAT	-.291	0.070	-0.299		-4.111	0.000	0.812	1.254
JPRE	.429	0.049	0.432		7.895	0.000	0.778	1.011
COMM	-.351	0.051	-0.213		-4.387	0.000	0.812	1.350

Adjusted R2 : 0.527

Durbin–Watson: 2.088

ANOVAa (sig.): 0.000

Dependent Variable: Resignation Intention (REIN)

Indeed, all these three hypotheses are confirmed by using the regression analysis. In particular, job pressure positively affects resignation intention with  $\beta = 0.432$ ,  $p < 0.001$ , so Hypothesis 1 is supported. Similarly, the significant negative effect of job satisfaction on resignation intention is identified with  $\beta = -0.299$  and  $p < 0.001$ , thus supporting Hypothesis 2. Likewise, organizational commitment has shown a significant negative effect on resignation intention with  $\beta = -0.213$  and  $p < 0.001$ , which supports Hypothesis 3. Therefore, it can be suggested from the results that while job pressure increases resignation intention, job satisfaction and organizational commitment decrease resignation intention.

In light of the above, an R-squared value of 0.527 reflects that the model explains 52.7% of the variance in the intention to resign. Finally, the F-value is 41.859, which is significant at  $p < 0.001$ , suggesting the statistically significant contribution of a regression model, thus verifying that job pressure, job satisfaction, and

organizational commitment play an important role in being predictors of resignation intention among university lecturers in Vietnam.

The model does not violate assumptions of linear regression: multicollinearity-VIF associated with independent variables is very small compared to 5; there is no problem of autocorrelation, Durbin-Watson coefficient = 2.088 close to 2. Spearman's test for correlation between each independent variable and the absolute value of standardized residuals indicates small and statistically insignificant correlation coefficients (Sig. > 0.05). Therefore, it is concluded that the variance of the residuals is constant. The diagnostic results about the residual part of the regression model allow the conclusion that the research findings ensure the reliability of the prediction of the intention to leave among lecturers in Vietnamese universities.

$$\text{REIN} = 0.513 - 0.291\text{JSAT} + 0.429\text{JPRE} - 0.351\text{COMM} + \varepsilon$$

**Table 2.** Results of Hypothesis Testing

<b>Hypothesis</b>	<b>Description</b>	<b>Result</b>
Hypothesis 1	Job Pressure positively impacts the Resignation intention of university lecturers in Vietnam	Supported
Hypothesis 2	Job satisfaction negatively impacts resignation intention of university lecturers in Vietnam	Supported
Hypothesis 3	Organizational commitment negatively impacts the resignation intention of university lecturers in Vietnam.	Supported

#### 4.5. Discussion

This study investigated the determinants of university lecturers' resignation intention in Vietnam, with an emphasis on job pressure, job satisfaction, and organizational commitment. The findings uncover robust relationships among these determinants and resignation intention, supporting the proposed hypotheses and presenting meaningful insights into faculty turnover in the Vietnamese higher education environment. These findings complement and enrich the body of literature regarding resignation intention, both practically and theoretically.

University administrators would, according to the findings, need to address minimizing job pressure by realigning teaching loads and administrative tasks. A positive work climate that prioritizes motivating factors, opportunities for professional growth, and good leadership is also essential for enhancing job satisfaction. Organizational commitment can also be enhanced through the promotion of team-oriented culture, provision of professional growth opportunities, and inclusive decision-making that engages faculty members. These interventions, when they take place effectively, not only cut down turnover but also enhance the quality of education while promoting institutional stability.

##### *Job Pressure and Resignation Intention*

It also showed that job pressure has a significant positive impact on resignation

intention, which supported the hypothesis that with higher job pressures, one may develop an increased intention to leave. Several studies related to work stress or burnout and their links with resignation intention further corroborate these findings. Alzubi et al (2023), Ni et al (2022) traced the origins of job pressure in academics to such conditions as heavy teaching load, research expectations, and administrative responsibilities. In sum, these stressors would lead to an overwhelming situation for the lecturer, decreased job satisfaction, and an intent to leave the position (Kelley, 2004).

This finding really corroborates the need to address the job-related stress of academics working in higher learning institutions. This will require universities to reduce job pressure by creating more manageable workloads for academics, having adequate administrative support systems in place, and reducing an imbalance in work-life related to teaching. This would prevent burnout in order not to lose talented lecturers in institutions of higher learning.

##### *Job Satisfaction and Resignation Intention*

Job satisfaction, in contrast, proved to have a significant inverse effect on resignation intention: the higher the level of job satisfaction among lecturers, the lower their resignation intention was. The same has been shown in previous research (Ghosh et al., 2013). Job satisfaction in this research was largely due to aspects of salary, career progression opportunities, support from the institution, and

balance between work and life. As Asegid et al. (2014), Tye and O'Brien (2002) have attested in earlier research studies, the happier lecturers are about these dimensions of their job, the less likely they are to contemplate leaving an institution.

This result thus portrays developing job satisfaction as the most viable way of curtailing resignation intention. At this point, universities will need to enhance job satisfaction by offering competitive compensation, professional development opportunities, as well as supportive work conditions. Recognition of faculty achievements, mentorship given, and academic freedom could also be vital in contributing to job satisfaction and resignation intention.

#### *Organizational Commitment and Resignation Intention*

The research further showed that organizational commitment negatively affects resignation intention. This supports earlier research, which established that an institutional high degree of commitment lowers resignation intention probability (Luz et al., 2018; Juhdi et al., 2013). Those members of the faculty who experience belongingness, share the values of the institution, and perceive meaning in work are least likely to contemplate quitting. According to Lee et al. (2012), as faculty are recognized and supported, they are likely to stay committed to their institutions, even when there are challenges in their work.

Improvement in retention is mainly determined by strengthening organizational commitment. Organizational culture will be positive when the universities promote faculty involvement in institutional decision-making and involve their ideas; it recognizes faculty members and values their contributions. These will be improved by having a friendly environment that promotes inclusion; such

an atmosphere develops faculty attachment emotionally and thus reduces resignation.

#### **4.5. Comparison with previous research**

The findings from this study are consistent with prior studies relating job satisfaction and organizational commitment to lower intentions of leaving one's organization, such as Liu and Meyer (2005) and Firth et al. (2004). However, this study contributes significantly to the context of Vietnam, where faculty turnover has been an issue of recent concern. It enhances the literature by putting greater emphasis on job pressure as an influential factor in resignation intention, which was mostly discussed minimally in prior studies relating to higher education. It follows that faculty turnover in Vietnam may be driven more by the stressful work environment than by traditional factors such as salary or institutional support alone.

Furthermore, Ajzen's Theory of Planned Behavior was applied to present a conceptual framework that shall help in explaining the psychological process by which resignation intention takes place. This theoretical perspective helps to explain how attitudes, subjective norms, and perceived behavioral control influence faculty decisions to leave their positions. The study extended the application of this theory to show that job satisfaction, job pressure, and organizational commitment shape the academic setting in terms of resignation intentions.

## **5. Conclusion and implications**

### **5.1. Conclusion**

This study investigates the factors in job pressure, job satisfaction, and organizational commitment contributing to the intention to leave among university lecturers in Vietnam. The findings thus present an overview of faculty turnover dynamics within the wider context of higher education institutions in Vietnam.

By investigating the associations of these key factors with resignation intention, this study contributes to a better understanding of the drivers of faculty turnover and offers practical recommendations that can help improve faculty retention.

The findings of this present study confirm that job pressure, job satisfaction, and organizational commitment are all significant in impacting resignation intention among university lecturers. Precisely, higher levels of job pressure increase resignation intention while higher levels of job satisfaction and organizational commitment decrease the likelihood of resignation. Results further align with the literature regarding job satisfaction and organizational commitment being primary predictors of resignation intention; however, there was an indication of job pressure serving as a factor in leaving faculties (Alzubi et al., 2023).

### **5.2. Practical implications**

These findings have serious practical implications for university administrators and policymakers. Key recommendations that emerge from this study suggest that universities in Vietnam have to focus on three areas in order to reduce faculty turnover:

*Reducing Job Pressure:* Universities should establish plans to reduce the job pressure of their faculties by appropriately managing the workload and offering efficient administrative support. This could involve re-distribution of tasks, teaching assistance, and a reduction in the overall volume of work to enable lecturers to achieve a better balance between work and private life.

*Improving Job Satisfaction:* Increasing job satisfaction is crucial for retaining faculty. Universities can do this by offering competitive salaries, allowing opportunities for professional development, and creating a supportive and

collaborative work environment. Recognition of faculty achievements and providing opportunities for career growth are also key factors in enhancing job satisfaction.

*Enhancing Organizational Commitment:* A sense of belonging and loyalty among the faculty members will help reduce the intention of turnover. The university should create an enabling and supportive organizational culture, integrate faculty into the decision-making organs, and recognize their contribution to the institution. When faculty members feel that they are valued and share a common mission and values with the institution, their commitment to the university is enhanced.

### **5.3. Limitations and future research**

Although this study provides meaningful insights, several limitations need to be acknowledged. First, the cross-sectional design of this study does not allow for making causal inferences. Longitudinal designs could follow changes in resignation intention and examine the long-term influence of job satisfaction, job pressure, and organizational commitment on faculty turnover.

Second, the use of a convenience sampling method has a limiting effect on the generalization of findings. Subsequent studies may use random sampling to get a more representative sample from a wider range of institutions and geographic regions.

Moreover, though the paper focuses on three important aspects, other factors such as leadership support, work-life balance, and institutional policies add to the causes of intention to resign. Further research should thus consider these additional factors to make the study more fully rounded in the context of faculty turnover.

Finally, comparative studies in various countries or regions would provide an extended



view of the global pattern of faculty turnover and the culturally as well as institutionally distinctive factors that influence the intentions to resign.

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