



# The Influence of Quality of Work Life and Perceived Organizational Support on Turnover Intention in Private Higher Education Institutions

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## Abstract

The study addresses faculty turnover in private higher education institutions, a challenge that disrupts institutional progress and educational continuity. It examines the influence of Quality of Work Life (QWL) on turnover intention (TI) and the mediating role of Perceived Organizational Support (POS). Utilizing a stratified random sample of 396 educators across 24 private colleges, data were collected through structured questionnaires and analysed using Structural Equation Modeling (SEM). The findings reveal a significant negative relationship between QWL and TI, indicating that improved work-life balance reduces educators' intent to resign. Additionally, QWL positively influences POS, which further diminishes TI, with POS mediating the QWL-TI relationship. By integrating POS as a mediator, the study provides actionable insights for educational administrators, emphasizing the importance of enhancing QWL and POS to mitigate faculty turnover. The findings offer a foundation for developing targeted policies aimed at improving workplace conditions and organizational support to ensure institutional stability.

## Keywords:

Quality of Work Life;  
Turnover Intention;  
Perceived-Organizational Support;  
Structural Equation Modelling;  
Private Higher Education.

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## 1- Introduction

Private higher education institutions (PHEIs) have emerged as indispensable actors in addressing the increasing global demand for higher education, particularly in regions such as Asia, the Middle East, and Africa, where public educational systems are often insufficient to accommodate population growth, economic development, and educational reforms. Despite their fundamental role in expanding access to education, many PHEIs face persistent challenges, among which the retention of qualified faculty members remains a critical concern. The issue of faculty turnover intention (TI), as emphasized by Sheikh et al. (2022) [1], Mason (2024) [2], and Barkhuizen et al. (2020) [3], disrupts institutional stability and diminishes the overall quality of education, posing a significant threat to the long-term sustainability of such institutions. High rates of turnover, as evidenced by the findings of Aboudahab et al. (2024) [4] and Kristanti et al. (2021) [5], not only compromise teaching quality but also hinder the development and implementation of comprehensive academic programs.

Factors influencing turnover intention include job satisfaction, work-life balance, organizational culture, and perceived organizational support (POS), with numerous studies highlighting the detrimental impact of poor work-life

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balance and low job satisfaction on faculty retention [6-8]. The concept of Quality of Work Life (QWL), encompassing dimensions such as job security, compensation, career development opportunities, and workplace conditions, has been identified as a crucial determinant of faculty retention. Research by Cruz et al. (2022) [9] illustrated that educators experiencing enhanced QWL are more likely to exhibit higher levels of job satisfaction and organizational commitment, which significantly reduces the likelihood of turnover. Moreover, Azash (2021) [10] corroborated these findings by demonstrating the positive correlation between improved QWL and faculty retention, thereby underscoring the need for institutional strategies that prioritize the holistic well-being of academic staff.

The impacts of Quality of Work Life (QWL) and Perceived Organizational Support (POS) on faculty retention have been extensively studied, but comprehensive frameworks integrating both constructs remain underexplored, particularly in developing regions characterized by challenges such as resource scarcity, insufficient institutional support, and faculty welfare issues. Di Stefano et al. (2020) [11] underscored the significance of addressing this gap, emphasizing the necessity of a nuanced understanding of how QWL and POS interact to influence turnover intentions. The interplay between these factors, as highlighted by Halid et al. (2020) [12], is critical for the formulation of retention strategies that align with the unique needs of Private Higher Education Institutions (PHEIs). Besides, despite increasing scholarly focus on faculty retention, research often remains fragmented, with a predominant emphasis on isolated determinants such as job satisfaction, work-life balance, and organizational culture, while the combined effects of QWL and POS are frequently overlooked. Cruz et al. (2022) [9] identified QWL as a pivotal element in mitigating turnover by fostering professional development opportunities; however, many studies have not sufficiently examined how POS contributes to this dynamic. Relatedly, Rubel et al. (2020) [7] demonstrated that POS alleviates workplace stress and dissatisfaction, thereby reducing turnover intentions, yet an integrated examination of QWL and POS is rarely conducted. Halid et al. (2020) [12] argued that the limited exploration of these interdependencies within resource-constrained PHEIs indicates the need for more holistic research approaches to better understand their collective impact on faculty retention.

Another critical limitation in the current literature lies in the regional focus of faculty retention studies, which predominantly examine developed countries or public institutions, leaving PHEIs in regions such as Asia, Africa, and the Middle East underrepresented. Aboudahab et al. (2024) [4] and Kristanti et al. (2021) [5] both noticed that PHEIs in these areas face specific problems, such as a lack of resources, job security, and institutional support, which means that ideas from more developed areas cannot be used without changes. Furthermore, existing studies often examine individual factors influencing faculty turnover in isolation, neglecting the interdependent effects of multiple variables. Supportive leadership, fair pay, and a positive organizational culture were named as important factors for retention by Ramasamy and Abbudullah (2020) [13] and Gunawan and Widodo (2021) [6]. Yet, Chami-Malaeb et al. (2023) [14] said that higher pay does not help when faculty feel like the institution is not supporting them or when they have too much work to do. Malik (2023) [15] and Naini & Riyanto (2023) [16] emphasized that educators' multifaceted responsibilities, encompassing teaching, administrative tasks, and research, exacerbate work-related stress and necessitate well-structured support mechanisms.

Research by Inarda (2022) [17] revealed that improvements in Quality of Work Life (QWL) enhance job satisfaction and organizational commitment, both of which are essential in reducing turnover, while Rubel et al. (2020) [7] identified the role of Perceived Organizational Support (POS) in mitigating the adverse effects of work stress and overload. Studies conducted in Malaysia, the Philippines, and Indonesia have accentuated the significance of supportive leadership, competitive compensation, and an inclusive organizational culture as critical factors in retaining academic staff [6, 13]. Chami-Malaeb et al. (2023) [14] pushed for a combined method that addresses both QWL and POS at the same time to lower employees' plans to leave and make the institution more stable. By looking into the link between QWL and intention to leave, with POS as a mediating factor, this study aims to fill in these gaps and offer targeted ways to improve faculty retention while ensuring institutional resilience and excellence in PHEIs with limited resources.

## 2- Research Background

Faculty turnover intention (TI) within higher education institutions constitutes a critical challenge that undermines educational stability, institutional quality, and reputation. Elevated turnover rates disrupt academic programs, diminish institutional credibility, and impose considerable financial burdens associated with recruitment and training, ultimately threatening long-term sustainability. More than public colleges and universities, private higher education institutions (PHEIs) have a harder time keeping skilled faculty because they must deal with budget cuts, increased competition, and fewer resources [5, 13]. Factors such as unstable employment conditions and inadequate institutional support further exacerbate this problem. A key determinant of turnover intention is the Quality of Work Life (QWL), encompassing job satisfaction, work-life balance, career advancement opportunities, and overall workplace conditions. Gunawan & Widodo (2021) [6] highlighted that enhanced QWL contributes to greater job satisfaction and organizational commitment while mitigating turnover intention. Correspondingly, Azash (2021) [10] emphasized that a robust QWL framework fosters motivation and professional engagement, particularly among academic staff managing the dual demands of teaching and research. Chami-Malaeb et al.'s research (2023) [14] showed that better QWL greatly lowers burnout and increases engagement, which in turn increases the number of faculty who stay on the job and the effectiveness of the institution.

POS, or Perceived Organizational Support, is also an important factor in keeping faculty because it shows how much employees think their work is valued and that their institution cares about their well-being. Rubel et al. (2020) [7] demonstrated that higher levels of POS are associated with reduced burnout, improved job satisfaction, and lower turnover intention. Also, Di Stefano et al. (2020) [11] discovered that when there is not any organizational support in academic settings, where autonomy and recognition are highly valued, it often leads to dissatisfaction and a strong desire to leave. Halid et al. (2020) [12] noted that having enough institutional resources, letting faculty members be involved in decisions, and recognizing their contributions all help to lower turnover by making people feel like they belong and are stable. Serhal (2024) [18] further emphasized the importance of supportive leadership in promoting job satisfaction and institutional resilience. In PHEIs with limited resources, where teachers often have to cope with heavy workloads and tight budgets, the interaction between QWL and POS is more important than ever. Rathi & Kumar (2023) [19] suggested that POS mediates the link between QWL and intention to leave, reducing the negative effects of stress at work and increasing feelings of fairness and inclusion. Gadi & Kee (2020) [20] demonstrated that organizational support during periods of high workload reduces emotional exhaustion while fostering resilience among faculty. Solís et al. (2023) [21] also pointed out that good organizational support lowers job-related stress and enhances teachers' overall work experience, which leads to fewer plans to leave their jobs and more stability in the institution.

In regions such as Jiangxi, China, where the proliferation of PHEIs is accelerating, faculty retention challenges are compounded by economic inequalities and resource constraints. Financial limitations, as highlighted by Aboudahab et al. (2024) [4], often result in heavier workloads and insufficient institutional resources, which adversely impact both the Quality of Work Life (QWL) and Perceived Organizational Support (POS). Bukhari & Kamal (2019) [22] emphasized that such conditions are particularly detrimental to the ability of PHEIs in less developed regions to attract and retain skilled educators, further exacerbating workforce instability. Shah et al. (2020) [23] identified poor QWL and inadequate support systems as significant contributors to faculty turnover intentions, which disrupt the continuity of educational programs and elevate operational costs. Despite a growing body of research on turnover intention, much of the existing literature focuses on public institutions or fails to examine the mediating influence of POS in the relationship between QWL and turnover intention, as noted by Orpina et al. (2022) [24]. Addressing this gap, the current study investigates the complex interplay between QWL, POS, and turnover intention among faculty in Jiangxi's PHEIs, aiming to provide actionable insights for improving retention strategies. By enhancing QWL and POS through targeted policies, institutions can mitigate the risks associated with high turnover, thereby fostering a stable and high-performing academic workforce. Chami-Malaeb et al. (2023) [14] argued that overlooking QWL and POS not only increases turnover rates but also disrupts educational processes and escalates costs related to recruitment and training, while Taheri (2020) [25] highlighted that supportive policies, adequate resources, and recognition of faculty contributions are essential for reducing turnover intentions. Furthermore, fostering an environment that prioritizes faculty well-being and institutional support is critical for ensuring organizational stability and promoting long-term growth [18, 20].

### 3- Literature Review

#### 3-1-Relationship of Quality of Work Life with Turnover Intention (TI)

Quality of Work Life (QWL) constitutes a fundamental determinant of both employee welfare and organizational effectiveness, encompassing critical dimensions such as job security, workplace conditions, career advancement opportunities, work-life balance (WLB), and interpersonal relationships. Within the context of Private Higher Education Institutions (PHEIs), where faculty members frequently contend with demanding workloads, constrained resources, and significant work-life imbalance, the importance of QWL becomes even more pronounced. Gunawan and Widodo (2021) argued that a positive perception of QWL enhances job satisfaction, alleviates stress, and fosters stronger organizational commitment, whereas inadequate QWL often results in dissatisfaction, burnout, and elevated turnover intention (TI). Empirical evidence consistently suggests a negative correlation between QWL and TI, demonstrating that improvements in QWL contribute to reduced turnover rates. For instance, Azash (2021) and Cruz et al. (2022) [9, 10] identified supportive work environments characterized by job security, opportunities for career development, and effective WLB as significant factors in mitigating turnover. Inarda (2022) [17] also discovered that faculty members with access to career growth opportunities and the ability to maintain a healthy work-life balance are substantially less likely to consider leaving their positions, emphasizing the necessity of fostering a robust QWL framework to ensure faculty retention and organizational sustainability.

Job satisfaction, while an important element in the relationship between QWL and TI, fails to fully capture the complexity of factors influencing faculty retention. Halid et al. (2020) identified burnout and adverse psychosocial conditions as significant contributors to elevated turnover rates, particularly within unsupportive work environments, thereby accentuating the necessity for targeted interventions that address workplace support and mitigate burnout. Ramasamy and Abbudullah (2020) further emphasized the mediating roles of WLB and organizational commitment in reducing turnover intention, arguing that reliance on job satisfaction as a singular explanatory variable oversimplifies the issue. A more thorough approach is required, incorporating elements such as job involvement and intrinsic motivation alongside WLB to address the multifaceted nature of QWL. Pujiastri and Negoro (2023) demonstrated that

although job stress often precipitates turnover intention, employee engagement serves as a mitigating factor by fostering a sense of purpose and strengthening organizational commitment, suggesting that the creation of positive and engaging work environments is essential. Moreover, Aboudahab et al. (2024) [4] and Malik (2023) [15] believe that addressing structural factors, including compensation, workplace conditions, and institutional support systems, significantly enhances QWL and reduces TI. Their findings point out the necessity of holistic interventions designed to improve QWL comprehensively, thereby ensuring faculty retention and promoting long-term institutional stability.

Thus, the following hypothesis is proposed:

**H1:** QWL has a significant negative impact on TI among employees in higher education institutions.

This hypothesis is grounded in literature supporting the inverse relationship between QWL and turnover intention. It suggests that improving QWL by addressing factors such as job satisfaction, WLB, and organizational support will lead to lower turnover intention, ultimately contributing to higher retention rates and organizational stability.

### *3-2- Quality of Work Life with Perceived Organizational Support*

The relationship between Quality of Work Life (QWL) and Perceived Organizational Support (POS) has become a focal point in organizational research due to its substantial influence on employee well-being, job satisfaction, and retention, particularly within higher education institutions (HEIs), where faculty frequently navigate heavy workloads, resource limitations, and significant work-life imbalance. Gunawan & Widodo (2021) [6] and Noor et al. (2017) [26] identified critical dimensions of QWL, including work-life balance (WLB), career development, occupational safety, and interpersonal relationships, as fundamental factors shaping employees' perceptions of organizational support. Among these dimensions, WLB is essential, as policies designed to foster flexibility in work schedules and prioritize personal well-being have been shown to enhance employee loyalty and satisfaction. Noor et al. (2017) [26] revealed that such policies, by improving the alignment between professional responsibilities and personal commitments, contribute to a more supportive organizational environment and greater institutional commitment. Lo et al. (2021) [27] further urged that family-friendly practices, such as telecommuting and flexible hours, alleviate work-related stress while fostering a stronger sense of organizational belonging. In HEIs, where faculty members must balance teaching, research, and administrative responsibilities, the implementation of effective WLB policies not only mitigates burnout but also enhances perceptions of organizational support, ultimately promoting retention, job satisfaction, and institutional resilience.

Career development opportunities are integral to shaping Perceived Organizational Support (POS), as institutional investments in mentorship programs, professional training initiatives, and clearly defined promotion pathways significantly enhance employees' perceptions of organizational value and support. Maan et al. (2020) [28] disclosed that such investments not only cultivate a sense of organizational commitment but also strengthen the relationship between employees and their institutions. Pimenta et al. (2024) [29] further noted that providing avenues for professional growth fosters trust and loyalty, which are essential components of sustained POS. Within HEIs, opportunities for academic development, including participation in conferences, research endeavors, and collaborative scholarly activities, are particularly crucial for reinforcing faculty perceptions of support. Equally significant are job security and occupational safety, which substantially influence POS by fostering a stable and trusting work environment. Wang et al. (2014) [30] demonstrated that job security alleviates anxiety among employees, thereby enhancing organizational trust and perceptions of support, whereas Koo et al. (2020) [31] revealed a strong correlation between job security, reduced turnover intentions, and heightened organizational commitment. In HEIs, where temporary contracts are frequently employed, the provision of greater job security is imperative for stabilizing the faculty workforce and improving perceptions of institutional support, ultimately contributing to enhanced retention, organizational loyalty, and institutional resilience.

Positive interpersonal relationships within the workplace are paramount in enhancing Perceived Organizational Support (POS), as respectful and collaborative interactions among colleagues and leadership foster trust, job satisfaction, and organizational commitment. Oyadiran et al. (2022) [32] found that such relationships contribute to an environment of mutual respect, significantly influencing POS, while Fitriana et al. (2024) [33] highlighted that leader-member exchange (LMX) relationships facilitate open communication, recognition, and a sense of belonging, which are essential for improving POS. In HEIs, leadership practices prioritizing faculty well-being are crucial for enhancing loyalty and reducing turnover intention. The relationship between QWL and POS is shaped by several interconnected factors, with Aryee et al. (2012) [34] demonstrating that workplace flexibility signals organizational concern for employees' well-being, thereby strengthening POS. Besides, Hyatt (2011) [35] discovered that professional development opportunities reinforce employees' sense of value, while Chowdhury et al. (2018) [36] showed that job security reduces stress, and fosters trust in the organization. A comprehensive approach to improving QWL through targeted strategies enhances POS, leading to higher job satisfaction, greater commitment, and improved retention.

A critical analysis reveals that the QWL-POS relationship is context-dependent, influenced by organizational culture and employee demographics. Hermanto et al. (2024) [37] observed that while career advancement is prioritized in



competitive sectors, work-life balance and positive relationships are more critical in education and healthcare. Furthermore, Rice et al. (1985) [38] emphasized the reciprocal nature of the QWL-POS relationship, where increased POS enhances QWL by fostering motivation, participation, and satisfaction. Based on the above discussion, the following hypothesis is proposed:

**H2:** QWL positively affects POS among employees in private higher education institutions.

This hypothesis suggests that enhancing QWL through strategies that support job security, work-life balance, career development, and positive workplace relationships will lead to higher POS. By implementing these strategies, institutions can foster a supportive and committed faculty workforce, thereby contributing to long-term organizational success and stability.

### ***3-3-Relationship of Perceived-Organizational Support with Turnover Intention***

The relationship between Perceived Organizational Support (POS) and Turnover Intention (TI) has been extensively studied, with research consistently demonstrating an inverse correlation, where higher POS reduces TI. POS reflects employees' perceptions of organizational care for their well-being and value for their contributions, while TI represents the likelihood of considering voluntary departure. Mediators such as job satisfaction, affective commitment, and burnout, alongside contextual factors like leadership styles, organizational culture, job insecurity, and pay transparency, influence the strength of this relationship. Dawley et al. (2010) [39] showed that POS decreases TI by fostering job fit and perceived personal sacrifice, wherein supportive organizations reduce employees' willingness to leave by enhancing their sense of value and belonging. Islam et al. (2019) [40] further identified job motivation, affective commitment, and normative commitment as key mechanisms, demonstrating that POS strengthens psychological attachment and intrinsic motivation, thereby directly mitigating TI. These findings accentuate the importance of organizational support in promoting loyalty, satisfaction, and retention, ensuring a more stable and committed workforce.

A meta-analysis by Kurtessis et al. (2017) [41] confirmed the strong inverse relationship between Perceived Organizational Support (POS) and Turnover Intention (TI), demonstrating that higher POS reduces turnover intentions by enhancing job satisfaction and organizational commitment. Employees who perceive greater organizational support experience increased job satisfaction, which diminishes their likelihood of leaving, as evidenced by Imran et al. (2014) [42], who highlighted the importance of POS in high-turnover environments such as healthcare. Rhoades and Eisenberger (2002) [43] further stressed that supportive organizations cultivate emotional bonds with employees, significantly mitigating turnover intentions.

Burnout reduction is also a critical factor in the relationship between Perceived Organizational Support (POS) and Turnover Intention (TI), with research indicating that POS mitigates burnout and subsequently lowers turnover intentions. Wang & Wang (2020) [44] identified that POS alleviates burnout, reducing TI. Leadership styles also influence this dynamic, as Krishna et al. (2022) [45] demonstrated that transformational leadership enhances POS by fostering a supportive and inclusive environment, while unsupportive leadership undermines its effectiveness and increases turnover risks. Pay transparency and work-life balance policies further enhance the relationship, with Krishna et al. (2022) [45] showing that transparent compensation and flexible work arrangements, when combined with high POS, signal organizational care, strengthen loyalty, and improve retention.

Although the relationship between Perceived Organizational Support (POS) and Turnover Intention (TI) is well-established, several critical research gaps require attention. A significant gap involves cultural contexts, as most studies focus on Western settings, necessitating further investigation into how POS operates in cultures emphasizing collectivism and communal values. Additionally, the dynamic nature of POS remains underexplored, with employees' perceptions potentially evolving over time due to leadership changes, organizational restructuring, or personal experiences, highlighting the need for longitudinal studies to examine such shifts. The interaction between POS and psychological constructs, such as resilience and self-efficacy, also warrants further analysis to understand their moderating effects on the POS-TI relationship.

To sum up, the literature consistently demonstrates that Perceived Organizational Support (POS) plays a vital role in reducing Turnover Intention (TI). POS enhances job satisfaction, fosters affective commitment, and mitigates burnout, all of which act as mediators in this relationship. Contextual factors, including job insecurity, leadership styles, pay transparency, and organizational culture, further influence the POS-TI dynamic. Despite some gaps in cultural contexts and psychological moderators, existing evidence supports the following hypothesis:

**H3:** Perceived Organizational Support (POS) negatively affects Turnover Intention (TI).

Organizations aiming to reduce turnover should prioritize fostering POS through supportive leadership, fair compensation practices, transparent policies, and work-life balance initiatives. By addressing these factors, institutions can cultivate a committed, satisfied, and stable workforce, thereby ensuring long-term organizational success.

### ***3-4- Mediating Effects of Perceived Organizational Support on the Relationship Between Quality of Work Life and Turnover Intention***

The relationship between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI) has been extensively studied, with research consistently highlighting the mediating role of POS in this dynamic. POS, defined as employees' perceptions of organizational recognition and concern for their well-being, serves as a critical link between QWL, which encompasses factors such as work-life balance, job security, professional development, and interpersonal relationships, and TI, which reflects the likelihood of employees leaving their organization. Studies have demonstrated that higher QWL leads to enhanced perceptions of POS, as employees who experience supportive workplace conditions are more likely to feel valued and connected to their organization. This perception, in turn, fosters emotional attachment, reduces job-related stress, and strengthens organizational commitment, ultimately decreasing turnover intentions. By mediating the effects of QWL on TI, POS functions as a key mechanism through which favorable work-life conditions reduce employee turnover, creating a work environment that addresses both personal and professional needs while promoting retention and organizational stability. Empirical research supports POS's mediating role in the QWL-TI relationship. Dawley et al. (2023) [39] investigated the relationship between POS, job motivation, affective commitment, and turnover intention in an industrial company in Italy. Their findings indicated that higher POS enhances both job motivation and affective commitment, both of which are inversely related to turnover intentions, suggesting that POS strengthens employees' emotional bonds with their organization, thus reducing the likelihood of leaving. Their study disclosed that higher POS significantly reduces TI, mediating the relationship between QWL and TI by creating a supportive environment that meets employees' needs. These findings reflect the critical role of POS in high-stress industries, where work-life balance and organizational support are essential components of effective retention strategies.

POS was identified as a significant enhancer of job satisfaction and affective commitment, both of which are essential mediators in the QWL-TI relationship. Dawley et al. (2023) [39] provided additional evidence that robust organizational support fosters job satisfaction and emotional commitment, thereby strengthening the inverse relationship between QWL and turnover intention. Employees who perceive that their contributions are valued and their well-being prioritized are more likely to demonstrate loyalty and reduced inclination to leave their organization, accentuating the essential role of POS in effective retention strategies.

The strength of POS as a mediator is influenced by various contextual factors, including industry type, organizational culture, and leadership practices. Ferreira & Gomes (2023) [46] emphasized that POS plays a particularly critical role in high-stress sectors such as healthcare, IT, and banking, where employees often face substantial workloads and emotional exhaustion. In more stable industries, however, factors like job security and career development may have a more significant influence on shaping turnover intentions. Leadership styles further enhance the effectiveness of POS. Leaders who actively recognize employees' contributions and well-being strengthen perceptions of organizational support, thereby reducing turnover intentions. On the other hand, unsupportive leadership diminishes the mediating effect of POS, increasing the likelihood of turnover. While existing evidence overwhelmingly supports POS as a mediator between Quality of Work Life (QWL) and TI, several research gaps remain. One notable gap concerns the influence of cultural differences on this relationship, as much of the existing research has focused on Western contexts, leaving a need for studies in collectivist cultures, where organizational support may be perceived differently. Moreover, the dynamic nature of POS over time remains underexplored, as employees' perceptions of support may evolve due to organizational changes, leadership shifts, or economic conditions, highlighting the need for longitudinal studies to capture these changes. An emerging area of research also involves examining the interaction between POS and psychological constructs such as resilience and self-efficacy.

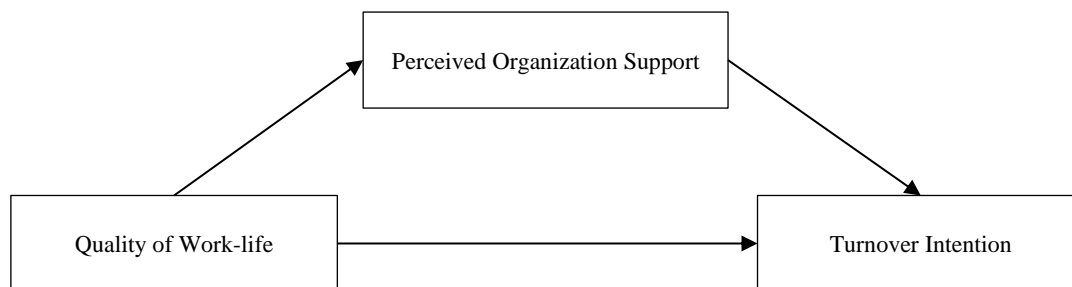
In brief, the literature consistently demonstrates that Perceived Organizational Support (POS) mediates the relationship between Quality of Work Life (QWL) and Turnover Intention (TI). POS enhances job satisfaction, fosters affective commitment, and mitigates burnout, enabling organizations to transform positive work-life experiences into lower turnover intentions. Empirical studies across various industries and contexts highlight the critical role of POS in retaining employees and ensuring organizational stability. Based on this critical analysis, the following hypothesis is proposed:

**H4:** Perceived Organizational Support (POS) mediates the relationship between Quality of Work Life (QWL) and Turnover Intention (TI).

This hypothesis suggests that enhancing QWL through strategies that promote job satisfaction, work-life balance, job security, and professional growth will increase POS, leading to lower turnover intentions. Organizations that prioritize POS can foster a committed and satisfied workforce, ultimately reducing turnover rates and achieving long-term organizational success.

#### 4- Proposed Conceptual Framework

The conceptual framework proposed in Figure 1 depicts the connections between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI), highlighting POS's mediation role between QWL and TI.



**Figure 1. Proposed Conceptual Framework**

Within the proposed framework, turnover intention (TI) is significantly influenced by the Quality of Work Life (QWL), with Perceived Organizational Support (POS) serving as a critical mediator in the relationship. Employees experiencing work-life balance, job security, and a positive work environment are more likely to remain committed to their organization, as such conditions enhance well-being and satisfaction. POS, defined as employees' perceptions of organizational care and recognition, strengthens job satisfaction, thereby reducing TI, as demonstrated by Naini and Riyanto (2023) [16]. Grounded in Organizational Support Theory, the evidence suggests that employees who perceive fair compensation, job security, and supportive leadership are less likely to leave, as POS fosters loyalty, emotional attachment, and retention, as indicated in the proposed framework [20, 47].

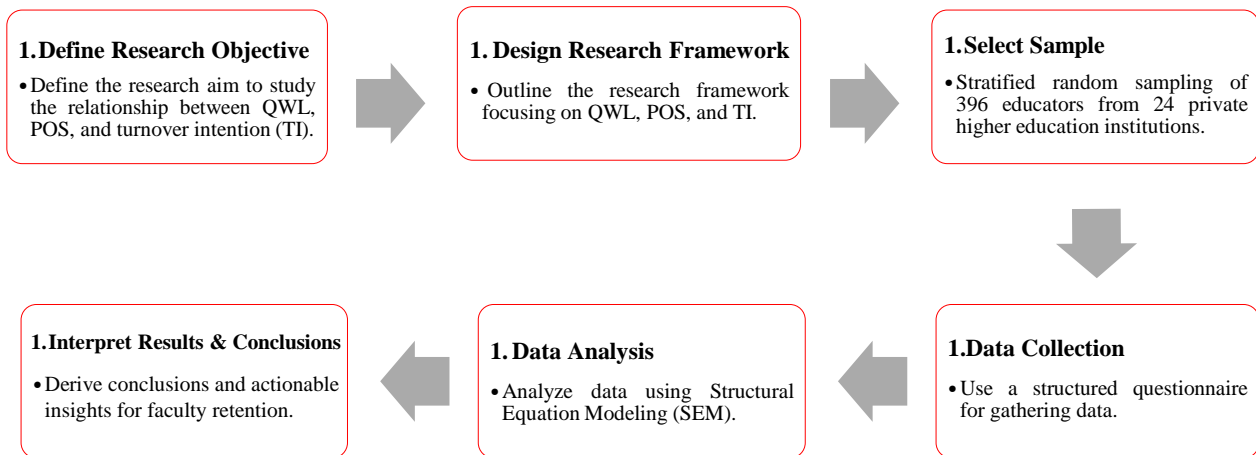
The Job Demands-Resources (JD-R) Model, proposed by Demerouti et al. (2001) [48], explains how job demands, such as workload and emotional stress, interact with job resources, including social support and task control, to influence employee outcomes. High Quality of Work Life (QWL), characterized by supportive work environments and job stability, enables employees to manage job demands effectively, thereby reducing burnout and turnover intentions. Li et al. (2022) [49] found that Perceived Organizational Support (POS) buffers the negative effects of job demands by providing emotional and practical support, while Cruz et al. (2022) [9] demonstrated that organizational support alleviates workplace stress and enhances retention. Moreover, Social Exchange Theory, introduced by Blau (2017) [50], posits that employees who receive support, fair treatment, and incentives reciprocate with loyalty and commitment. Fitriana (2024) [33] believed that strong QWL reflects organizational dedication to employees through satisfaction, job security, and work-life balance, fostering retention. Ferreira & Gomes (2023) [46] confirmed that higher POS strengthens employee loyalty, significantly reducing turnover intentions. Bonaiuto et al. (2022) [51] highlighted that QWL fosters a positive work environment, with POS amplifying its effects by reinforcing employees' sense of value. In high-stress environments, Galanis et al. (2024) [52] identified that employees who perceive strong organizational support are more likely to remain committed, further lowering turnover intentions.

The integration of Organizational Support Theory, the Job Demands-Resources (JD-R) Model, and Social Exchange Theory provides a strong theoretical framework for understanding the critical role of work environment quality and organizational support in shaping employees' decisions to remain with or leave an organization. Allen et al (2020) [53] disclosed that Perceived Organizational Support (POS) significantly enhances the relationship between Quality of Work Life (QWL) and Turnover Intention (TI), mitigating the likelihood of turnover even in high-demand job environments by fostering a sense of loyalty and providing both tangible and emotional support. The conceptual framework grounded in these theories emphasizes that enhancing QWL, coupled with robust organizational support systems, improves job satisfaction and reduces turnover intentions. By creating a work environment that addresses employees' personal and professional well-being, organizations can foster stronger commitment, alleviate workplace stress, and enhance retention, thereby contributing to greater institutional stability and long-term success, as highlighted by Leitão et al (2019) [54].

#### 5- Research Methodology

The research methodology employed in this study provides a systematic and rigorous framework for analyzing the interrelationships between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI) among academic staff in private higher education institutions (PHEIs). As PHEIs face increasing challenges related to faculty retention, a thorough understanding of these dynamics is crucial for ensuring institutional stability and maintaining educational quality. By employing a step-by-step approach, the methodology allows for a detailed examination of the factors influencing turnover intention, integrating robust techniques such as stratified

random sampling and Structural Equation Modeling (SEM) to capture diverse perspectives and generate data-driven insights. Designed to comprehensively address faculty turnover, the methodology focuses on enhancing both the reliability and validity of the findings, ensuring the results are not only accurate and representative but also actionable. The objective is to identify strategies that improve QWL and POS, which, in turn, reduce turnover rates and foster a supportive work environment for academic staff. By presenting a systematic process for exploring these relationships, the study provides practical guidance for educational administrators aiming to retain skilled faculty members and mitigate the destabilizing effects of turnover on institutional performance. The detailed research methodology flow is presented in Figure 2.



**Figure 2. Research Methodology Flow**

The initial step in the research process involves defining the research objective, which establishes the foundation for the study by clearly identifying its primary aim: to investigate the influence of Quality of Work Life (QWL) on turnover intention (TI) and the extent to which Perceived Organizational Support (POS) mediates this relationship. During this phase, the research questions and hypotheses are carefully formulated to guide the inquiry, while key variables, including QWL, POS, and TI, are explicitly defined to provide a clear and focused direction for the study. As well, the rationale for focusing on private higher education institutions is articulated, recognizing the unique challenges these institutions face, such as financial constraints and competitive pressures, which often exacerbate faculty turnover. Following the establishment of research objectives, the next step involves designing the research framework, which includes the development of a conceptual model to visually represent the relationships among the key variables. This framework outlines how QWL is anticipated to influence TI and how POS functions as a mediator in this relationship. The constructs and their interconnections are identified and precisely defined, ensuring clarity and alignment throughout the study. Serving as a blueprint for the subsequent data collection and analysis phases, the theoretical framework ensures coherence in the research process, guiding the study toward meaningful and valid conclusions.

The third step, selecting the sample, plays a role in ensuring that the findings of the study are generalizable and representative of the target population. A stratified random sampling method was employed to capture a diverse and balanced group of participants, resulting in a dataset comprising 396 educators from 24 private higher education institutions. To minimize bias and achieve comprehensive representation, the population of academic staff was divided into distinct strata based on relevant characteristics, including geographic location, institution size, faculty discipline, academic department, years of service, highest educational qualification, and mode of employment. Stratifying by academic department involved categorizing participants into areas such as Humanities and Social Sciences, Science and Technology, Business and Economics, Medicine and Technology, and Other Subjects, allowing for a thorough representation of diverse academic perspectives. Years of service were also considered, with strata formed for groups such as 0–3 years, 4–7 years, 8–10 years, and more than 10 years of tenure. Furthermore, educational qualifications, including Bachelor's, Master's, and Doctoral degrees, were incorporated into the stratification process, alongside employment modes categorized as full-time permanent, full-time temporary, part-time permanent, and part-time temporary.

After dividing the population into distinct subgroups, random sampling was conducted within each stratum to ensure proportional representation in the final sample. The stratified random sampling approach reduced the risk of excluding underrepresented groups and minimized sampling bias, resulting in data that more accurately reflected the diverse experiences of academic staff within private higher education institutions. Surveys and questionnaires were employed to collect both quantitative and qualitative data, capturing key constructs such as Quality of Work Life (QWL), Perceived



Organizational Support (POS), and Turnover Intention (TI). The survey instruments included Likert-scale items to quantify perceptions, open-ended questions to provide richer qualitative insights, and demographic questions to contextualize the responses.

The population and sampling methods employed in this study are fundamental to ensuring the reliability and validity of the research findings. The study focused on 16,358 academic staff members from 24 private higher education institutions in Jiangxi, China, encompassing instructors from both universities and technical schools, thereby providing a diverse and representative population. Given the size and heterogeneity of the population, it was essential to adopt a sampling technique capable of accurately reflecting its characteristics. To achieve this, the research utilized stratified random sampling, a method designed to ensure proportional representation across various subgroups within the population. In this study, the subgroups were defined by the different private colleges and universities, allowing for the inclusion of a broad range of individuals from varied institutional contexts. By dividing the population into these strata, the sampling approach minimized the risk of bias caused by overrepresentation or underrepresentation of specific institutions, thereby enhancing the accuracy and generalizability of the sample. Taro Yamane's formula [55], a reliable method for determining sample size in large populations, was applied to establish the optimal sample size, ensuring a robust foundation for the research. The formula used is:

$$n = \frac{N}{1 + N(e)^2} \quad (1)$$

where:

$N$  = Number in population

$e$  = Confidence interval

$n$  = Sample size

By substituting the values into the formula, the sample size is calculated as follows:

$$n = \frac{16358}{1 + 16358(0.05)^2} = \frac{16358}{41.895} \approx 390.4$$

The calculation yielded a sample size of approximately 391 respondents, determined using Taro Yamane's equation, which ensures statistical adequacy and feasibility for the study. The inclusion of 391 participants achieves a balance between precision and practicality, allowing researchers to derive reliable and meaningful conclusions about the broader population of professors in Jiangxi's private higher education sector. Using stratified sampling, the sample accurately represents the diversity across various institutions, thereby enhancing the credibility and generalizability of the findings. A total of 396 responses were ultimately collected, exceeding the minimum sample size requirement and further strengthening the robustness of the dataset. Yamane (1967) [55] emphasized that achieving a sample size of 391 satisfies the confidence level and margin of error specified by the formula, and gathering responses beyond this threshold is advantageous for improving data reliability.

Data collection was conducted using a structured questionnaire designed to measure Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI). The questionnaire included closed-ended questions and Likert-scale items to capture quantifiable data related to these constructs. Anonymity and confidentiality were maintained to encourage participants to provide honest and accurate responses. Questionnaires were distributed both electronically and in person, with follow-up efforts to improve response rates. This careful data collection process ensured that the dataset was both comprehensive and reflective of participants' experiences. Once collected, the data underwent preprocessing steps such as cleaning, coding, and addressing missing values to maintain dataset quality. Structural Equation Modeling (SEM) was employed for data analysis, chosen for its capacity to simultaneously analyze complex relationships among multiple variables. Confirmatory Factor Analysis (CFA) validated the measurement scales used for QWL, POS, and TI, ensuring construct validity. SEM was then utilized to test the hypothesized relationships and explore the mediating effects of POS, providing robust statistical evidence to support the study's conclusions.

In the final phase, the results from SEM were interpreted to evaluate the strength and significance of the relationships between QWL, POS, and TI. The analysis assessed whether POS significantly mediates the relationship between QWL and TI, offering insights into how organizational support influences faculty turnover intentions. Based on the findings, the study proposed strategic interventions to improve QWL and POS, aiming to reduce turnover intention among faculty members. These insights are critical for educational administrators, who can implement targeted policies and practices to enhance faculty satisfaction, strengthen organizational support, and improve retention. The study's methodological

rigor, including the use of stratified sampling and SEM, ensures that the findings are both representative and analytically robust. The results provide actionable strategies for educational leaders to create supportive work environments that enhance QWL and POS, ultimately reducing turnover intentions, maintaining institutional stability, and strengthening the reputation of private higher education institutions.

## 6- Analysis and Results

Building on the methodological foundation outlined earlier, the subsequent section provides a comprehensive analysis of the findings derived from the study, focusing on the relationships between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI) among faculty members in private higher education institutions in Jiangxi, China. The analysis incorporates both descriptive statistics and hypothesis testing to uncover significant patterns and trends within the data, offering empirical evidence to substantiate the theoretical framework proposed in the study. Key dimensions of QWL are examined to determine their influence on faculty perceptions of organizational support, while the mediating role of POS in shaping turnover intentions is analyzed to understand its impact on faculty retention. The findings elucidate how variations in QWL contribute to changes in POS and how these changes subsequently affect faculty decisions to remain at or leave their institutions, thereby providing valuable insights into the dynamics of faculty retention.

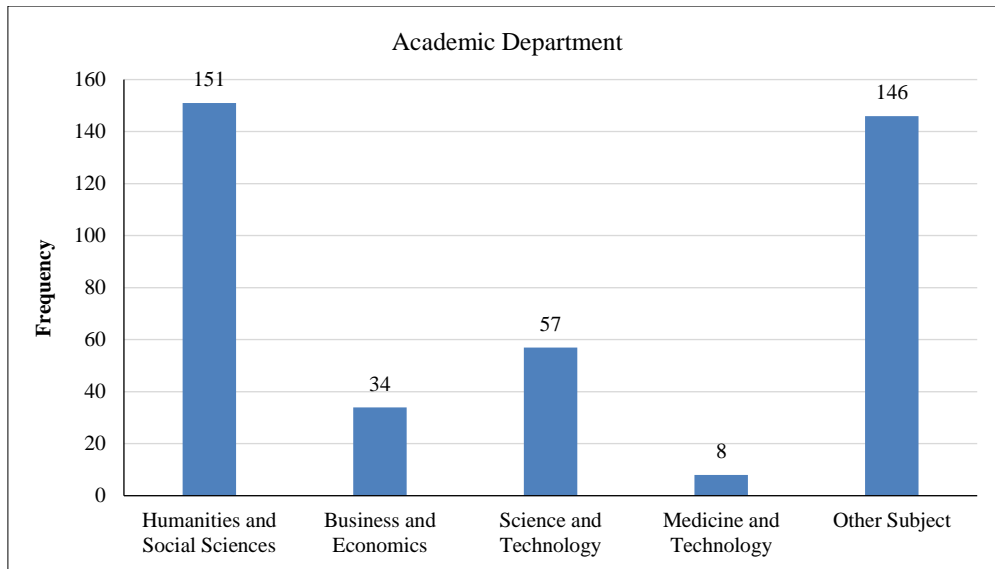
### 6-1-Demographic Information

The demographic analysis in Table 1 provides valuable insights into the composition of academic staff in private higher education institutions (PHEIs). The data points to significant trends and challenges in areas such as departmental representation, faculty experience, educational qualifications, and employment stability. These insights are crucial for identifying areas that require strategic intervention to improve faculty retention, institutional quality, and overall academic performance.

**Table 1. Demographic characteristics of the Respondents**

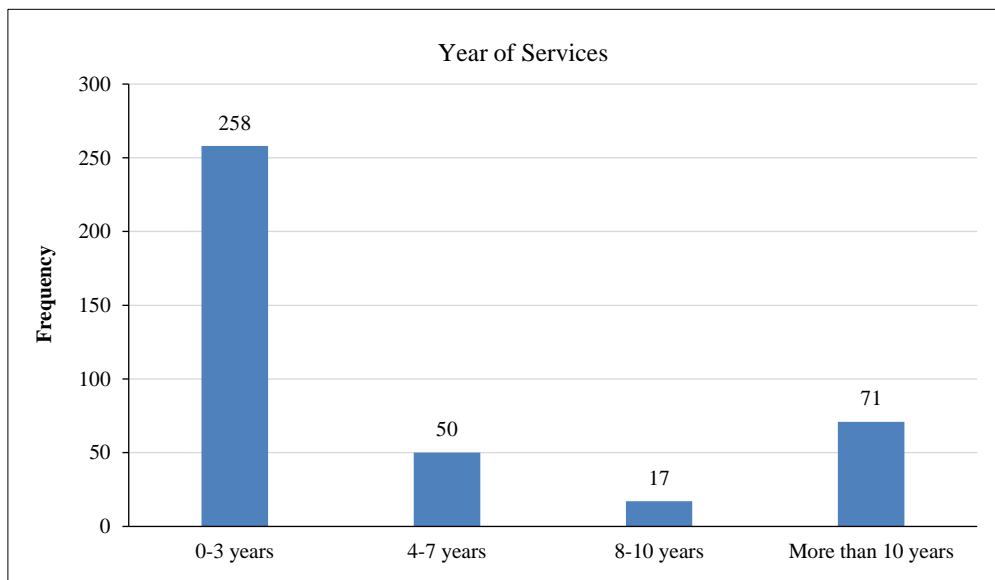
Category	Frequency	Valid Percent	Cumulative Percent
<b>Academic Department</b>			
Humanities and Social Sciences	151	38.13%	38.13%
Business and Economics	34	8.59%	46.72%
Science and Technology	57	14.39%	61.11%
Medicine and Technology	8	2.02%	63.13%
Other Subject	146	36.87%	100.00%
<b>Years of Service</b>			
0-3 years	258	65.15%	65.15%
4-7 years	50	12.63%	77.78%
8-10 years	17	4.29%	82.07%
More than 10 years	71	17.93%	100.00%
<b>Highest Educational Qualification</b>			
Bachelor's Degree	146	36.87%	36.87%
Master's Degree	231	58.33%	95.20%
Doctor's Degree	19	4.80%	100.00%
<b>Mode of Employment</b>			
Full-time Permanent	258	65.15%	65.15%
Full-time Temporary	133	33.59%	98.74%
Part-time Permanent	3	0.76%	99.50%
Part-time Temporary	2	0.51%	100.00%

The distribution across academic departments indicates a clear imbalance (See Table 1 and Figure 3). Most respondents are concentrated in Humanities and Social Sciences (38.13%) and Other Subjects (36.87%). In contrast, Science and Technology (14.39%), Business and Economics (8.59%), and Medicine and Technology (2.02%) are underrepresented.



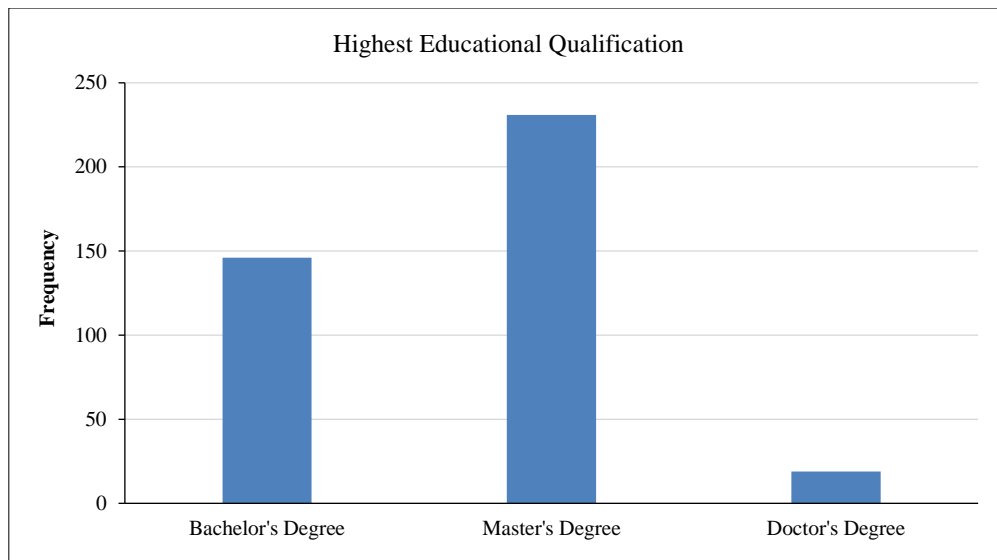
**Figure 3. Academic Department**

The tenure distribution of the workforce reveals potential challenges related to faculty retention and institutional growth, as illustrated in Figure 4, which depicts the respondents' years of service. A significant proportion of the faculty, 65.15%, have 0–3 years of service, reflecting a relatively young and newly established workforce. On the other hand, the low percentage of respondents with more than 10 years of experience (17.93%) may indicate high turnover rates, limited long-term retention, or rapid institutional expansion necessitating frequent hiring to meet demands. The intermediate groups, comprising 12.63% with 4–7 years of service and 4.29% with 8–10 years, further highlight the prevalence of short- to mid-term tenures. High turnover rates disrupt continuity in teaching and research, undermining institutional stability and long-term growth. Addressing these issues requires the implementation of effective faculty retention strategies, such as enhancing job satisfaction, offering professional development opportunities, and fostering supportive workplace policies that promote long-term engagement and commitment among academic staff.



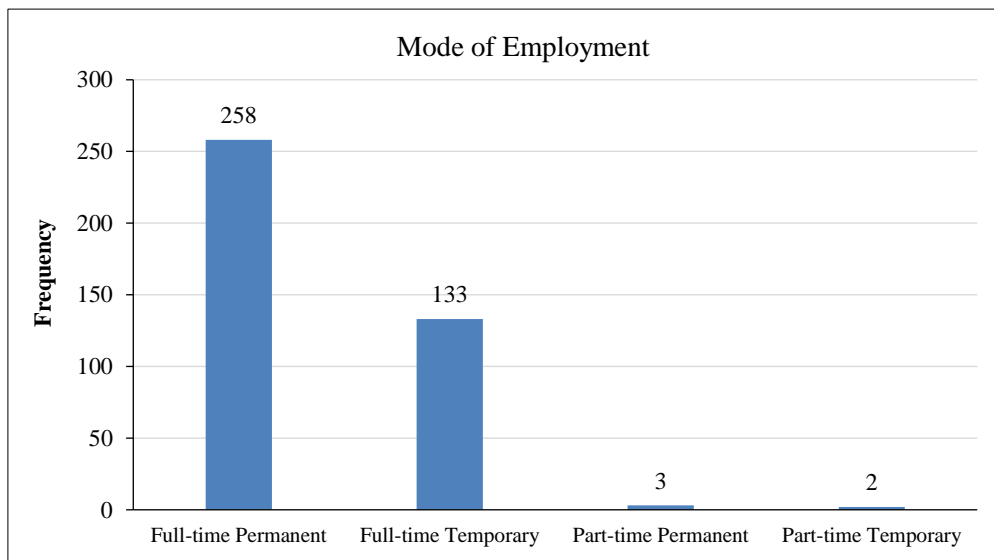
**Figure 4. Years of Service**

The qualifications of the academic staff, as shown in Figure 5, display potential limitations in research output and academic prestige. A majority of respondents hold a Master's degree (58.33%), while 36.87% possess a Bachelor's degree, and only 4.80% have attained a Doctoral degree, which is critical for engaging in advanced research, securing grants, and elevating the academic standing of the institution. The low proportion of doctoral-qualified faculty may hinder the institution's capacity to contribute to high-level academic discourse, limiting its reputation and competitiveness within the higher education sector. Addressing this challenge requires strategies to incentivize faculty members to pursue doctoral education, such as offering scholarships, career advancement opportunities, and professional development programs. Furthermore, institutions must prioritize the recruitment and retention of doctoral-qualified educators by providing competitive compensation packages, strong research support, and a conducive academic environment, thereby enhancing research capacity and overall academic quality.



**Figure 5. Highest Educational Qualification**

The distribution of employment types, as illustrated in Figure 6, depicts challenges related to job stability and security within the academic workforce. Most respondents (65.15%) are employed in full-time permanent positions, offering a degree of stability and security. However, a significant portion (33.59%) is engaged under full-time temporary contracts, indicating a heavy reliance on fixed-term employment arrangements. Additionally, only a small fraction of respondents holds part-time permanent (0.76%) or part-time temporary (0.51%) roles, further emphasizing the prevalence of non-permanent employment. The dependence on temporary contracts may result in job insecurity, reduced job satisfaction, and increased turnover intentions, as faculty in temporary positions often perceive limited career prospects and feel undervalued. Such reliance on temporary contracts can also undermine teaching quality and institutional stability by creating workforce instability. To address these issues, institutions should consider transitioning temporary positions to permanent roles where feasible and enhancing support for temporary faculty through competitive compensation, benefits, and clear pathways for career advancement, thereby fostering greater job satisfaction and commitment.



**Figure 6. Employment Type Distribution**

#### ***6-2-Descriptive Analysis of Each dimension, Mean Score, and Corresponding Perception Level***

The study emphasizes the critical role of Quality of Work Life (QWL) in shaping teacher retention within private higher education institutions (PHEIs), highlighting its impact on both professional experiences and overall well-being. QWL encompasses a range of factors, including job satisfaction, role clarity, work-life balance, compensation, and workplace conditions, all of which significantly influence educators' levels of satisfaction and organizational commitment. When these factors are effectively managed, educators are more likely to exhibit higher job satisfaction, stronger loyalty to their institution, and a reduced intention to leave their roles, as supported by Cruz et al. (2022) [9]. Table 2 provides a detailed summary of the descriptive analysis, offering insights into the specific dimensions of QWL that contribute to retention outcomes and underscoring its importance as a strategic focus for institutional sustainability.



**Table 2. Descriptive Analysis of Each dimension, Mean Score, and Corresponding Perception Level**

Variables	Mean	Standard deviation	Perception Level
Quality of Work-Life (QWL)	4.72	1.04	Agree
WE	4.57	1.07	Agree
OC	4.66	0.83	Agree
RC	4.72	0.85	Agree
TD	4.21	1.06	Slightly Agree
CR	4.11	1.12	Slightly Agree
FC	4.00	1.27	Slightly Agree
JS	4.23	0.79	Slightly Agree
AW	4.45	1.28	Agree
AR	4.42	1.10	Agree
Perceived Organizational Support (POS)	3.91	1.31	Slightly Agree
Turnover Intention (TI)	3.09	1.44	Slightly Disagree

The findings suggest that respondents generally perceive their Quality of Work Life (QWL) positively, as indicated by a high mean score of 4.72, reflecting overall satisfaction with work conditions and the quality of their professional environment. Cruz et al. (2022) [9] identified the role of a supportive work environment in enhancing job satisfaction and reducing turnover rates, which aligns with the study's findings. In parallel, Work Engagement (WE) demonstrated a strong positive perception with a mean score of 4.57, suggesting that employees are dedicated and actively involved in their work. The relatively low standard deviations in QWL and WE indicate minimal variability, signifying that these positive perceptions are widely shared among respondents. Organizational Commitment (OC) and Role Clarity (RC) also received high mean scores of 4.66 and 4.72, respectively, further affirming employees' satisfaction and alignment with institutional goals. Pujiastri & Negoro (2023) [8] similarly observed that clarity in roles and responsibilities strengthens organizational commitment, instills purpose, and reduces turnover intentions.

Despite these organizational strengths, certain areas require attention. Training and Development (TD) scored a mean of 4.21, suggesting that while many employees perceive growth opportunities as available, moderate variability in responses highlights that some individuals find these opportunities insufficient. Another notable area of concern identified in the study is Perceived Organizational Support (POS), which received a mean score of 3.91, indicating only slight agreement among employees that they feel supported by their organization. The high variability in responses suggests inconsistent perceptions of support across the workforce.

Empirical evidence from the study strongly supports the negative relationship between Quality of Work Life (QWL) and Turnover Intention (TI). A negative path coefficient for  $QWL \rightarrow TI$  ( $-0.691$ ,  $p = 0.004$ ) confirms that improvements in QWL significantly reduce the likelihood of educators leaving their positions. Azash (2021) [10] similarly reported that high QWL enhances job satisfaction and promotes retention. The findings also show the mediating role of POS in this relationship, as increased organizational support fosters job satisfaction and mitigates turnover intentions.

In summary, the findings reveal strengths in areas such as work-life quality, engagement, organizational commitment, and role clarity, while also highlighting critical areas requiring improvement, including training and development, communication and recognition, fairness in compensation, and organizational support. Addressing these aspects effectively can mitigate turnover intentions, enhance overall employee satisfaction, and foster a more supportive and productive work environment. Adopting a comprehensive approach that targets these areas will contribute to institutional stability and long-term success.

### 6-3- Hypothesis Testing

Following the descriptive analysis, the findings provide a comprehensive understanding of the key variables: Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI). The analysis presents the mean scores, standard deviations, and perception levels for each dimension, highlighting strengths in areas such as role clarity and work environment, while identifying weaknesses in compensation, recognition, and flexibility. These insights create a critical context for interpreting the relationships between QWL, POS, and TI. Building upon this foundation, the results presented in Table 3 offer valuable empirical evidence regarding the relationships between QWL, POS, and TI. The analysis discloses the strength and significance of each hypothesized relationship, providing empirical support for the theoretical framework and informing strategies aimed at improving faculty retention and enhancing organizational support.

**Table 3. Latent variable path coefficient**

Hypothesis	Path	Path Coefficient	Standard Error (SE)	t-value	p-value	Significance
H1	QWL→TI	-0.592	0.215	-2.749	0.006	Yes
H2	QWL→POS	1.487	0.099	15.088	0.000***	Yes
H3	POS→TI	-0.450	0.107	-4.206	0.000***	Yes

Note: \*\*\*p<.001

The findings from the Structural Equation Modeling (SEM) analysis confirm the significant relationships among the constructs. A detailed discussion of each hypothesis, supported by the path coefficients, standard errors, t-values, and p-values, is provided below.

The first hypothesis (H1) examines the relationship between Quality of Work Life (QWL) and Turnover Intention (TI), with the analysis yielding a path estimate of -0.592, a standard error of 0.215, a t-value of -2.749, and a p-value of 0.006. These values indicate a statistically significant negative relationship between QWL and TI, suggesting that an improvement in QWL—defined by factors such as job satisfaction, work-life balance, role clarity, and fair compensation—leads to a decrease in faculty members' intention to leave their institution. The negative path coefficient of -0.592 further accentuates that higher QWL is directly associated with a reduction in turnover intentions. The finding stresses the critical importance of fostering a supportive and fulfilling work environment to enhance faculty retention, particularly within private higher education institutions.

The second hypothesis (H2) explores the influence of Quality of Work Life (QWL) on Perceived Organizational Support (POS), yielding a path estimate of 1.487, a standard error of 0.099, a t-value of 15.088, and a p-value of < 0.001. The results indicate a strong and statistically significant positive relationship, demonstrating that improvements in QWL lead to substantial increases in faculty perceptions of organizational support. When institutions emphasize key elements of QWL, such as offering professional growth opportunities, fostering work-life balance, and cultivating a positive work environment, faculty members are more likely to perceive that the organization values their contributions and prioritizes their well-being. The high t-value of 15.088 and the extremely low p-value further affirm the robustness of this relationship. These findings highlight the pivotal role of QWL in shaping how employees perceive support from their institution, emphasizing its importance in fostering a supportive organizational culture.

The third hypothesis (H3) investigates the relationship between Perceived Organizational Support (POS) and Turnover Intention (TI), with the analysis yielding a path estimate of -0.450, a standard error of 0.107, a t-value of -4.206, and a p-value of < 0.001. The results indicate a statistically significant negative relationship, demonstrating that higher levels of POS are associated with a reduction in turnover intentions among faculty members. When academic staff perceive that their organization values their contributions, provides adequate resources, and prioritizes their well-being, they are less inclined to consider leaving their positions. The negative path coefficient of -0.450 underscores the substantial impact that enhanced POS can have on lowering turnover intentions. These findings emphasize the importance of fostering a supportive and appreciative work environment through institutional practices that strengthen faculty retention and promote long-term organizational stability.

#### 6-4- Mediating Analysis

Table 4 presents the results of a mediation analysis examining the relationships between QWL, POS, and TI. This analysis focuses on evaluating both the total effect of QWL on TI and the indirect effect mediated by POS, offering insights into how these factors interact to influence employees' intentions to leave their organization.

**Table 4. Mediating Effects Analysis**

Path	Effect type	Effect	SE	Boot LLCI	Boot ULCI	Relative effect
QWL→TI	Total	-1.237	0.125	-1.517	-1.021	100%
QWL→TI	Direct	-0.592	0.251	-1.089	-0.09	47.86%
QWL→POS→TI	Indirect	-0.669	0.186	-1.049	-0.318	54.08%

The results presented in Table 4 offer a comprehensive understanding of the relationship between Quality of Work Life (QWL) and Turnover Intention (TI), with a focus on the mediating roles of Perceived Organizational Support (POS) and Work Engagement (WE). The analysis details the direct, indirect, and total effects of QWL on turnover intention, shedding light on the significant pathways through which faculty members' experiences in private higher education institutions are influenced.

The total effect of QWL on TI is -1.237, which indicates a strong and statistically significant overall negative relationship between QWL and turnover intention. This finding demonstrates that when faculty members experience a higher quality of work life, there is a notable reduction in their intention to leave. The 95% confidence interval for this effect, [-1.517, -1.021], does not contain zero, confirming the robustness of this relationship. This total effect encapsulates both the direct impact of QWL on TI and the indirect impacts through the mediating variables, POS and WE.

The direct effect of QWL on TI is -0.592, which accounts for 47.86% of the total effect. This suggests that improvements in QWL independently and significantly reduce turnover intention. The 95% confidence interval for this direct effect, [-1.089, -0.090], does not contain zero, indicating statistical significance. In practical terms, when faculty members experience enhancements in various aspects of QWL—such as work-life balance, clear role expectations, and fair compensation—their likelihood of leaving their institution decreases, even without considering additional support mechanisms.

The indirect effect of QWL on TI through POS is -0.669, contributing to 54.08% of the total effect. The confidence interval for this effect, [-1.049, -0.318], does not include zero, confirming that this pathway is statistically significant. This result underscores the critical role of POS as a mediator. When QWL is high, faculty members are likely to perceive greater organizational support, meaning they feel valued, recognized, and cared for by their institution. This perception of support significantly diminishes their turnover intention. Therefore, fostering an environment where faculty feel supported and appreciated can substantially enhance the benefits of high QWL, further reducing the likelihood of faculty members leaving.

Moreover, the indirect effect of QWL on TI through WE is 0.139, which represents 11.24% of the total effect. The confidence interval for this effect, [0.062, 0.241], does not contain zero, confirming its statistical significance. This finding indicates that QWL positively influences work engagement, which subsequently reduces turnover intention. When faculty members enjoy a high quality of work life, they are more likely to be engaged in their work, exhibit enthusiasm, and find their roles meaningful. This increased level of engagement helps mitigate the likelihood of turnover, as engaged employees are generally more committed and less inclined to leave their institutions. Table 5. Shows the hypothesis testing results.

**Table 5. Hypothesis Testing Results**

Research Hypotheses	Result
H1: QWL negatively affects TI.	Accepted
H2: QWL positively affects POS.	Accepted
H3: POS negatively affects TI.	Accepted
H4: POS has a mediating effect on QWL and TI.	Accepted

The overall findings show that Quality of Work Life (QWL) influences turnover intention through direct and indirect pathways, underscoring the need to address multiple dimensions of the work environment to enhance faculty retention. The direct effect indicates that improving QWL significantly reduces turnover intention, while the indirect effects highlight the mediating roles of Perceived Organizational Support (POS) and Work Engagement (WE). POS is the most substantial mediator, emphasizing the importance of consistent organizational support, whereas WE contributes by fostering an engaged and motivated workforce. Private higher education institutions should adopt a holistic strategy to mitigate faculty turnover by enhancing QWL through initiatives that promote job satisfaction, work-life balance, and career development. Fostering POS requires creating supportive environments where faculty feel valued and recognized, achieved through transparent communication, equitable compensation, and professional development opportunities. Promoting work engagement through recognition programs, collaborative projects, and meaningful assignments further strengthens organizational commitment. Addressing these areas effectively reduces turnover, retains skilled faculty, and enhances institutional stability and performance, ensuring the long-term success of the educational environment.

## 7- Discussion of Research Findings

The research findings offer significant insights into the relationships among Quality of Work Life (QWL), Perceived Organizational Support (POS), Work Engagement (WE), Job Burnout (JB), and Turnover Intention (TI). A detailed analysis of the hypotheses reveals that the results align with existing literature, reinforcing established theories and providing a deeper understanding of faculty retention dynamics in private higher education institutions in Jiangxi, China. The first hypothesis (H1), which proposed that QWL negatively affects TI, was supported by the findings, with a path coefficient of -0.592 and a p-value of 0.006 indicating a statistically significant inverse relationship.

The second hypothesis (H2), which posited a positive relationship between QWL and POS, was strongly supported, with a path coefficient of 1.487 and a p-value of less than 0.001. This finding aligns with research by Ferreira & Gomes

(2023) [46], who highlighted the role of POS in supporting work-life balance, particularly during the COVID-19 pandemic. Both studies illustrate that favorable working conditions, including career development opportunities, job security, and work-life balance, significantly enhance employees' perceptions of organizational support. The alignment of these findings across diverse organizational contexts emphasizes the importance of fostering high-quality work environments to strengthen perceptions of support, which in turn contribute to increased employee satisfaction and retention. By creating conditions that promote both QWL and POS, organizations can effectively address turnover intentions and achieve greater workforce stability.

The third hypothesis (H3) proposed a negative relationship between Perceived Organizational Support (POS) and Turnover Intention (TI), a hypothesis that was strongly supported by the study's findings, which revealed a path coefficient of -0.450 and a p-value of less than 0.001. The evidence suggests that when employees perceive their organization as supportive and appreciative of their contributions, they are more likely to form stronger emotional bonds with the organization, which reduces the likelihood of them leaving. These consistent findings across diverse sectors reinforce the critical importance of organizational support as a universal factor in enhancing employee retention, accentuating its value as a focal point for higher education administrators seeking to improve faculty retention.

The analysis of mediating effects further elucidates the intricate relationship between Quality of Work Life (QWL), POS, Work Engagement (WE), and Turnover Intention (TI). The study revealed that POS mediates 54.08% of the total effect of QWL on TI, with an indirect effect of -0.669, highlighting the central role of organizational support in the retention process. These findings corroborate the results of Dawley et al. (2023) [39], who indicated that POS positively influences job motivation and organizational commitment, thereby leading to lower turnover intentions.

The study also found that Work Engagement (WE) mediates 11.24% of the total effect of Quality of Work Life (QWL) on Turnover Intention (TI), with an indirect effect of 0.139. This finding aligns with the research of Poku (2022) [56], who showed that higher QWL leads to enhanced work engagement, which subsequently reduces turnover intention. Employees who experience favorable work conditions are more likely to be actively engaged in their roles, resulting in increased job satisfaction and a lower propensity to leave their organization. The mediating role of work engagement highlights the importance of strategies that promote meaningful and fulfilling work, professional growth opportunities, and consistent recognition to strengthen faculty retention. Besides, the study confirmed a negative relationship between QWL and Job Burnout (JB). The mediating role of burnout in the QWL-TI relationship is further supported by Sharma & Tiwari (2023) [57], who found that addressing burnout mitigates the detrimental effects of poor QWL on turnover intention. These results suggest that reducing burnout through initiatives aimed at improving work-life quality can significantly contribute to lowering turnover rates.

The findings stress the importance of adopting a holistic approach to faculty retention by addressing interrelated factors such as work-life quality, organizational support, work engagement, and burnout. The consistent alignment of the results with existing literature reinforces the robustness and applicability of the hypothesized relationships across different organizational contexts. Strategies that prioritize enhancing QWL, fostering Perceived Organizational Support (POS), promoting engagement, and alleviating burnout not only improve retention but also contribute to overall employee satisfaction and organizational effectiveness. For private higher education institutions, these insights are particularly critical in devising evidence-based interventions to improve faculty retention, ensure satisfaction, and maintain long-term organizational stability and performance. By addressing these key areas in an integrated manner, institutions can enhance their ability to attract and retain talented faculty members while fostering a supportive and productive academic environment.

## 8- Conclusion

The study provides a comprehensive examination of the relationships between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI) among faculty members in private higher education institutions (PHEIs) in Jiangxi, China. Through structural equation modeling (SEM) of data collected from 537 faculty members across 24 institutions, the findings reveal that QWL exerts a significant negative impact on turnover intention. Faculty members who experience higher levels of job satisfaction, role clarity, fair compensation, opportunities for professional development, and work-life balance are significantly less likely to consider leaving their institutions. These results emphasize the critical role of enhancing QWL as a strategic priority for promoting institutional stability and fostering faculty commitment. Furthermore, the study highlights the mediating role of POS, demonstrating that faculty members who perceive strong organizational support through recognition, fairness, and transparent communication are more likely to remain engaged and committed to their institutions. POS amplifies the positive effects of QWL by fostering an environment where faculty feel valued, connected, and motivated to stay, thereby reducing turnover intentions and enhancing institutional cohesion.

The study offers several practical implications for educational administrators, underscoring the importance of implementing targeted strategies to enhance QWL and strengthen POS. Efforts such as ensuring equitable treatment, providing professional development opportunities, facilitating open communication, and promoting work-life balance can significantly mitigate turnover intentions while cultivating a committed and stable faculty workforce. By addressing



both the professional and emotional needs of educators, institutions can enhance faculty satisfaction and achieve greater organizational success. Nevertheless, the study acknowledges limitations, including its geographic focus on private institutions in Jiangxi, China, and the cross-sectional nature of the research design, which restricts causal inferences. Future research should adopt longitudinal methodologies to capture the evolving dynamics of QWL, POS, and TI over time, while expanding the scope to include diverse educational contexts and institutional settings. Such research would provide a broader understanding of the factors influencing faculty retention and validate the findings across different cultural and institutional landscapes. Overall, the study accentuates the strategic importance of QWL and POS in reducing turnover intentions, offering a robust framework for improving faculty retention and ensuring the long-term sustainability and success of academic institutions.

### ***8-1- Research Limitations and Future Recommendations***

The current study on faculty retention in private higher education institutions (PHEIs) presents several limitations that warrant consideration, along with opportunities for future research to enhance the breadth and applicability of the findings. One major limitation is the geographical focus, which is restricted to PHEIs in Jiangxi, China, thereby limiting the generalizability of the results to other regions with different educational systems, cultural contexts, and institutional policies. Expanding future research to encompass multiple regions or countries would enable cross-regional comparisons, offering a more comprehensive understanding of the factors influencing faculty retention across diverse educational landscapes. Another limitation arises from the sample distribution, with a disproportionate representation of respondents from Humanities and Social Sciences, whereas disciplines such as Science, Technology, Business, and Medicine remain underrepresented. This imbalance may reduce the applicability of the findings to faculty in these fields, necessitating future studies to ensure a more equitable representation of academic disciplines to capture a broader spectrum of faculty experiences and perspectives.

The reliance on self-reported data collected through structured questionnaires introduces potential biases, including social desirability bias, recall bias, and common method bias, which may compromise the accuracy and validity of the findings. To mitigate these issues, future research could adopt a mixed-methods approach that integrates qualitative data collection methods, such as interviews, focus groups, and observational studies, to provide richer and more nuanced insights while validating the quantitative results. Furthermore, the cross-sectional design of the study limits its ability to establish causal relationships between Quality of Work Life (QWL), Perceived Organizational Support (POS), and Turnover Intention (TI). Longitudinal research that tracks changes over time would allow for a deeper understanding of how these relationships evolve and provide evidence for the long-term effectiveness of interventions aimed at improving QWL and POS. Resource constraints and institutional policies in private colleges may also pose challenges to implementing the study's recommendations.

Future research should focus on exploring cost-effective and feasible strategies, such as flexible work arrangements, mentorship programs, and non-monetary recognition initiatives, to address faculty retention in resource-limited settings. Comparative analyses between public and private institutions could further illuminate unique challenges and opportunities, offering tailored strategies for each sector. By addressing these limitations and pursuing these recommendations, future research can contribute to a more comprehensive understanding of faculty retention dynamics and support the development of targeted, evidence-based policies that enhance institutional stability and faculty satisfaction.

## **9- Declarations**

### ***9-1- Author Contributions***

Conceptualization, D.Z. and T.S.; methodology, D.Z. and T.S.; software, D.Z.; validation, D.Z. and S.A.; formal analysis, D.Z. and T.S.; investigation, D.Z. and T.S.; resources, D.Z. and T.S.; data curation, D.Z. and T.S.; writing—original draft preparation, D.Z. and T.S.; writing—review and editing, D.Z., T.S., S.A., and S.H.; visualization, D.Z.; supervision, T.S., S.A., and S.H.; project administration, D.Z. and T.S.; funding acquisition, D.Z. and T.S. All authors have read and agreed to the published version of the manuscript

### ***9-2- Data Availability Statement***

Data sharing is not applicable to this article.

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### 9-5-Institutional Review Board Statement

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### 9-6-Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

### 9-7-Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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## Appendix I: Questionnaire

Dear Sir/Madam:

Thank you for participating in this survey. I am currently conducting research on the interrelationships among the quality of work-life, perceived-organizational-support and turnover intention among teachers in private higher education institutions.

Your participation is key success factor to this research, and I sincerely invite you to be a participant in this survey. I appreciate you taking the time completing this questionnaire. The valuable information you provide will help this research gain a more comprehensive and in-depth understanding of the relevant aspects in this field. I kindly request you to answer the questionnaire objectively and truthfully. The survey is anonymous, and your personal information will be strictly confidential. Your support is crucial to this research, and participation is voluntary. You may choose to withdraw at any time without facing any negative consequences. I express my gratitude for the contribution you have made, and thank you for your participation.

### ***Demographic Information:***

Please fill out the following demographic information. Your responses will remain confidential and will only be used for research purposes.

1. Gender:

- a. Male
- b. Female

2. Age\_\_\_\_\_ years old.

3. Position/Title:

- a. No position
- b. Principal Lecturer
- c. Senior lecturer
- d. Associate Professor
- e. Professor
- f. Other (please specify): \_\_\_\_\_

4. Academic Department:

- a. Humanities and Social Sciences
- b. Business and Economics
- c. Science and Technology
- d. Medicine and Health Sciences

5. \_\_\_\_\_ Years of Service in Current Institution.

6. Formal Highest Educational Qualification:

- a. Bachelor's Degree
- b. Master's Degree
- c. Doctoral Degree
- d. Other (please specify): \_\_\_\_\_

7. Mode of Employment:

- a. Full-time Permanent
- b. Full-time Temporary
- c. Part-time Permanent
- d. Part-time Temporary

For each of the statement below, please respond to the items using the scale below:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 – slightly disagree
- 4 – slightly agree
- 5 - Agree
- 6 - Strongly Agree

**Instruction:** For each of the statement below, please respond to the items using the scale below:

Quality of Work Life (QWL)						
X1.1: Work environment (WE)						
WE1. I am satisfied with workplace which has been provided to me.	6	5	4	3	2	1
WE2. I have sufficient working space to complete my job.	6	5	4	3	2	1
WE3. Safety measures at my workplace are adequate and clearly followed.	6	5	4	3	2	1
X1.2 Organisation culture and climate (OC)						
OC4. I am aware of the vision and mission of my institution.	6	5	4	3	2	1
OC5. My institution honour Diversity, Equity, Inclusion and Belonging	6	5	4	3	2	1
OC6. There is good communication with my boss.	6	5	4	3	2	1
OC7. I am an important part of this institution.	6	5	4	3	2	1
OC8. My manager always empowers me to make decisions	6	5	4	3	2	1
X1.3: Relation and co-operation (RC)						
RC9. My co-workers create a warm working environment.	6	5	4	3	2	1
RC10. I am able to communication with co-workers directly.	6	5	4	3	2	1
RC11. There is a spirit of cooperation and teamwork among my colleagues.	6	5	4	3	2	1
RC12 I have built meaningful friendships at work.	6	5	4	3	2	1
X1.4: Training and development (TD)						
TD13. I am aware of knowledge that I need to get urgent training.	6	5	4	3	2	1
TD14. I keep improving my task skills in my job.	6	5	4	3	2	1
TD15 My institution provides coaching system to help new staff.	6	5	4	3	2	1
TD16.I have many opportunities to improve my ability.	6	5	4	3	2	1
TD17. I have sufficient training to cope with technological advancements	6	5	4	3	2	1
X1.5: Compensation and Reward (CR)						
CR18. I am satisfied with the salary I draw at present.	6	5	4	3	2	1
CR19. Annual bonus affects my motivation at work.	6	5	4	3	2	1
CR20. The current benefits has satisfied my personal needed.	6	5	4	3	2	1
CR21. I am grateful with lunch, break, & leave given by my institution.	6	5	4	3	2	1
CR22. The retirement plan currently offered has satisfied my need.	6	5	4	3	2	1
X1.6: Facilities (FC)						
FC23. I am satisfied with teaching materials provided by my institution.	6	5	4	3	2	1
FC24. The institution can provide necessary research equipment that I need for completing my work.	6	5	4	3	2	1
FC25. If I have special need, my institution will provide the required services.	6	5	4	3	2	1
FC26. I have the necessary tools to manage my duties.	6	5	4	3	2	1
FC27. I receive facilities that contribute to a good work atmosphere.	6	5	4	3	2	1
X1.7: Job Satisfaction (JS)						
JS28. My job involves the knowledge I possess.	6	5	4	3	2	1
JS29. Work makes me very happy.	6	5	4	3	2	1
JS30.My job allows me to utilize my abilities.	6	5	4	3	2	1
JS31. I am satisfied with the process of achieving my career goals.	6	5	4	3	2	1

<b>X1.8: Autonomy of work (AW)</b>						
AW32. I have sufficient autonomy to complete at work.	6	5	4	3	2	1
AW33. I can speak in the decision-making processes affecting my work.	6	5	4	3	2	1
AW34. My opinions are considered in matters that directly affect my job.	6	5	4	3	2	1
AW35. I have the opportunity to use my judgment and skills in my work.	6	5	4	3	2	1
<b>X1.9: Adequacy of resources (AR)</b>						
AR36. My institution provides sufficient assistant to complete my tasks.	6	5	4	3	2	1
AR37. Teaching material are always available once needed.	6	5	4	3	2	1
AR38. Soft skill and managerial skills training is made available.	6	5	4	3	2	1
AR39. Computer equipment made available once requested.	6	5	4	3	2	1
<b>Perceived-organizational-support (POS)</b>						
POS40. The institution strongly considers my achievement.	6	5	4	3	2	1
POS41. The institution regards my best interests when it makes decisions that affect me.	6	5	4	3	2	1
POS42. Help is available from the institution when I have a problem.	6	5	4	3	2	1
POS43. The institution really cares about my well-being.	6	5	4	3	2	1
POS44. The institution cares about my general satisfaction at work.	6	5	4	3	2	1
<b>Turnover Intention (TI)</b>						
TI45. I will stay at this institution in spite of a pay raise elsewhere.	6	5	4	3	2	1
TI46. I am enthusiastically to reapply for a job here.	6	5	4	3	2	1
TI47. I am likely to be working here in one year.	6	5	4	3	2	1
TI48. I am likely to refer someone to work here.	6	5	4	3	2	1
TI49. I am likely to recommend our institution's products to my family.	6	5	4	3	2	1
TI50. I do not have plan to find a job in other institution next year.	6	5	4	3	2	1
TI51. I have not been thinking of leaving my job recent month.	6	5	4	3	2	1
TI52. It is not difficult to find a similar job in other institutions.	6	5	4	3	2	1
TI53. Even received job offer, I am not going to accept any interviewed.	6	5	4	3	2	1
TI54. I have never considered quitting my job to pursue non-work options.	6	5	4	3	2	1