

Impact of the intrinsic and extrinsic motivation factors on the Turnover Intention among Academic Staff

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ABSTRACT

One of the key performance indicators to assess the universities performance is faculty satisfaction, so the organization should make sure that their staff are satisfied with their job by providing them healthy and motivated work environment which characterized by high levels of job satisfaction, engagement, as well as favorable scores on quality of educational process. **The aim** of the study was to investigate the impact of the intrinsic and extrinsic motivation factors on the turnover intention among academic staff. **Design:** A descriptive and cross-sectional designs were used to investigate the impact of the intrinsic and extrinsic motivation factors on the turnover intention among the study sample. **Study sample:** A convenience sampling was used to recruit 140 faculty members. **Setting:** the study was conducted in female campus, King Saud bin Abdul-Aziz University for Health Sciences (KSAU-HS) in Riyadh. The female faculty members were selected from College of Nursing, Medicine, Pharmacy, Dentistry, and Applied Medical Sciences. **Tools:** A self-reported questionnaire consisted of three tools included: Demographic characteristics; Herzberg's Factors of Motivation, Turnover Intention Scale (TIS) were utilized in the current study. **Results:** The study results reported that the study participants who were highly motivated due to their intrinsic and extrinsic factors those were with the lowest percentage of the agreement for the overall turnover intention. The intrinsic and extrinsic motivation factors cause 14% and 22% respectively variation in the faculty's turnover with the positive direction and t-value is also significant. Also, "there was an association between intrinsic and extrinsic motivation factors and turnover of the faculty with significant level .051 and 0.39 respectively. **Conclusion:** The results of this study supported the theoretical framework of Herzberg, Mausner and Snyderman (1959). who claimed that the job satisfaction had direct relationship to turnover and significantly this study concluded that all the motivating factors tend to the employee's low turnover. **Recommendation:** This study be replicated on large scale with different instruments to collect data to assess the actual turnover instead of intention to leave.

KEYWORD: Intrinsic, Extrinsic, Motivation factors, Turnover, Intention, Academic Staff

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I. Introduction

One of the key performance indicators to assess the universities performance is faculty satisfaction so the organization should make sure that their staff are satisfied with their job by providing them healthy and motivated work environments which characterized by high levels of job satisfaction, engagement, as well as favorable scores on quality of educational process. Previous studies have concluded that unmotivated employees negatively affect the outcome, which negatively effects on the teachers performance as well as the students achievements (Al-Mailam, 2005), On other hand, faculty members who are motivated with their jobs exhibit higher levels of student's achievement and increase instructors and students' satisfaction (Rathert&May, 2007). Motivation can be defined as the processes that account for an individual's strength, direction and persistence of effort toward achieving a goal (Robbins,2002) Motivation derived from a need which must be fulfilled, which in

turn leads to a specific behavior. As well as Job satisfaction is defined as a positive emotional state, resulting from the judgment of one's job or job experiences, (Lambrou et al.,2010)

Herzberg (1966) identified certain factors that motivate employees to work harder and result in job satisfaction these are job factors or motivators factors such as; Challenging/stimulating work, gaining recognition, opportunity for advancement, responsibility, status, a sense of personal achievement, and personal growth in the job.

On the other hand, there were also factors that would demotivate an employee if not present, these are external-job factors which deal with job context and lead to job dissatisfaction, these are salary, interpersonal relations, supervision, company policy, working environment status and job security. The expansion of any institution depends on its manpower. Employee's intention to leave is one of the strong challenges for any institution which have permanent effects. Over the last two decades, the issue of worker turnover still exists among the all other managerial issues of the organizations in the entire world. More attention needs to be paid to the high rate of workforce in industrially developed nations. Moreover, the achievement of higher levels of performance by the employees is associated with their satisfaction regarding working environment of the organization. The administration should have policy and plans to resolve the issues of employee's turnover in the institution (Imran, 2017).

In recent years Aldoghan, and Albar (2015) showed that there was a direct relation between employees' motivation and their performance in the field of education. Furthermore, Al shmemri, Shahwan-Akl. and Maude (2017) studied the job satisfaction among Saudi nurses in three main public hospitals in Saudi Arabia. The results of their study supported Herzberg's motivation theory and asserted that the extrinsic factors were less important to job satisfaction; nevertheless, the motivation factors were most important and led to job satisfaction. Moreover, Imran (2017) reported that the employee motivation is the front-line employees on organizational commitment which is required for maximize the productivity.

The review of related literature presented an overview of employee's motivation in health care organization and in limited private school. However, there were no studies conducted in Saudi Arabia in educational sector to assess the sources of motivation among the academic staff. So, it will be highly informative to study working environment and the employee's commitment and the relation between them. At the end of this study an action plan will be created to improve the employee's motivation in the Colleges of Nursing as well as fill the gaps in the literature about the kingdom.

Statement of the problem:

Motivation is an internal push to satisfy an unsatisfied needs and to fulfill a specific goal. The employees leave the organization because they are not motivated. As well as the majority of them prefer financial incentives such as bonus, high salary than non-financial incentives which consider as motivation factors such as appreciation, recognition that lead to motivated workers have willing to do the best and productivity becomes the end result and finally work satisfaction.

The aim of the study

to investigate the impact of the intrinsic and extrinsic motivation factors on the turnover intention among academic staff.

Research Hypothesis:

H1. There is an association between intrinsic motivation and turnover of the faculty.

H2. There is an association between extrinsic motivation and turnover of the faculty.

II. Material And Methods

Study Setting: This study was conducted female campus in King Saud bin Abdul-Aziz University for Health and Sciences (KSAU-HS) in Riyadh. The female faculty members were selected from College of Nursing, Medicine, Pharmacy, Dentistry, and Applied Medical Sciences.

Study Design: A descriptive and cross-sectional designs were used to investigate the impact of the intrinsic and extrinsic motivation factors on the turnover intention among academic staff.

Study Sample: A convenience sampling was used to recruit the participants. By using sample size calculator Raosoft, in power analysis of α 0.05, power 90, and medium effect size of 0.2, and using the correlation test, considering the confidence level 95% and confidence interval 5%. The recommended sample size is (140) faculty members. The study sample was recruited in the research based on the inclusion criteria: academic faculty members who were female, different nationalities, working in KSAU-HS, agree to voluntary participate in the study. The exclusion criteria include male faculty, lab instructor, and not willing to participate in the study.

Tools for data collection

The questionnaire was distributed to the faculty/staff during the academic year 2018-2019. The participants were received written instructions that specified the purpose of the study and explained the procedure to be followed in responding to the items. A self-reported questionnaire is consisted of three tools which answered within 15-20 minutes. These tools are included the following;

(1)Demographic characteristics which related to age,nationality, research setting, qualification background years of experiences.

(2)Herzberg's Factors of Motivation

2.A-Intrinsic motivator instrument:

This questionnaire, was developed by selecting 29 items with meanings from Herzberg's (1959) -intrinsic motivator factors. This part was developed to gather data related to sources of motivator factors which motivated employees to have high feelings, enthusiasm, and satisfaction in their job situation.

2.B- Extrinsic motivator instrument:

This part is developed by selecting 29 items with meanings from Herzberg's (1959) -extrinsic motivator factors. This part was designed to collect data related to extrinsic job factors which made employees have low feelings, and dissatisfaction in their job situation.

The reliability coefficient of satisfaction entire test = 0.93, for dissatisfaction reliability coefficient of the entire test = 0.89. This tool assessed how much faculty motivated in their work and enthusiastic about their job which could have occurred on their present job or other jobs they have held at this university.

The tools were likert type scale, each item is rated using a 5-point Likert scale: 0 = strongly disagree, 1 =disagree, 2 =neutral, 3 =agree, 4 =strongly agree. Total score was computed for this tool and will be classified as the following: (0-29) Low motivation, (58-86) Moderate motivation and (87-116) High motivation.

(3) Turnover Intention Scale (TIS):

Turnover Intention Scale developed by Cammann, Fichman, Jenkins, &Klesh (1983) was used to measure nurses' turnover intention. This Scale is a 3-item inventory scale with one reversed item. The scale had an established validity and had a reliability of .80. The tools were likert type scale, each item is rated using a 5-point Likert scale: 0 = strongly disagree, 1 =disagree, 2 =neutral, 3 =agree, 4 =strongly agree. Total score was computed for this tool and will be classified as the following: (0-3) disagree; (6-8) neutral and (9-12) agree.

Data Management and Analysis Plan:

The quantitative data were coded and analyzed using Statistical Package for Social Sciences (SPSS) version 20. Descriptive statistical analysis represents the calculated frequency count, percentage, mean, median, standard deviation were used for dependent variable (turnover intention) and independent variables (intrinsic and extrinsic motivation factors). Pearson correlation coefficient (r) was employed to address the correlation between turnover intention and levels of intrinsic motivation factors as well as extrinsic motivation factors. A factorial ANOVA is an essential test used for examining the different between the intrinsic and extrinsic factors that can influence on turnover. The statistical significance level was $P < 0.05$.

Ethical Considerations: All ethical aspects for the current study were taken into consideration. All participants were given informed consent to verify that they have been informed and had understood the purpose of the study. Information regarding the research were provided orally and in written form for all participants. Participants had the right to withdraw if they decided they no longer want to participate while the study is being conducted. Participants had no risk in the process of conducting the study, and their information was not used for non-research purpose and was destroyed after completing the study. The research was approved from both research unit in the College of Nursing in King Saud Bin Abdulaziz University for Health Sciences in Riyadh and Institutional Review Board (IRB) in King Abdullah International Medical Research Center (KAIMRC) for final approval.

III. Results:

Table No.1: Socio-demographic Characteristics of the Study Sample

Variables	Frequency n=140	
	n	%
Age/Year		
25-	34	24.3
31-	32	22.9
36-	27	19.3
41-	28	20.0
51-	14	10.0
56-60	5	3.6
M±SD	37.7±8.1	

Nationality		
Saudi	74	52.9
Non-Saudi	66	47.1
Research Setting		
Nursing College	35	25.0
Medicine College	23	16.4
Pharmacy College	19	13.6
Dentistry College	30	21.4
Applied Medical Sciences College	33	23.6
Qualification Background		
Bachelor Degree	19	13.6
Master Degree	68	48.6
Doctorate Degree	53	37.9
Years of Experiences		
Less 6 months	11	7.9
6 months -1 year	4	2.9
2years	14	10.0
3 years	22	15.7
More than 3 years	89	63.6
M±SD	4.24±1.22	

Table (1) presented the socio-demographic characteristics of the study sample. As inferred from this table, the age of the study sample ranged between 25- 60 years old with a mean ± SD age of (37.5±8.68). According to nationality almost half of the study sample was Saudi. Regards the qualification background, about half of the sample had master degree and less than half of them had doctorate degree. Concerning the research settings, the highest percentage of the study sample from college of nursing followed by applied medical sciences college. Regards the years of experiences, more than half of the study sample had experience more than 3 years and average mean ± SD of their years' experience was 4.24±1.22.

Table No.2: Responses of the Study Sample to the Turnover Intention

Turnover Intention Items	Disagree n(%)	Neutral n(%)	Agree n(%)	Mean ± SD
I often think about quitting	84(60.0)	37(26.4)	19(13.6)	2.378±1.17
It is very likely I will actively ask for new job in the next year	66(47.2)	46(32.9)	28(20.0)	2.671±1.214
If I could choose again, I would choose to work for the current organization.	18(12.9)	42(30.0)	80(57.2)	3.728±1.55

Table (2) the results pointed out the responses of the study sample to the turnover intention items, where the highest mean ± SD score (3.728±1.55) was reflected that the study participant's agreement which represent 57.2 % of them reported that "If I could choose again, I would choose to work for the current". In addition, the second item in turnover intention scale were revealed 20 % of the study sample was agreed about "it is it is very likely i will actively ask for new job in the next year "with moderate mean ± SD score (2.671±1.214). Meanwhile, the third item was presented 13.6% of them stated that "I often think about quitting" with lowest mean ± SD score (2.378±1.17)

Table No.3: The Impact of the Overall Intrinsic Motivation Factors on the Turnover Intention among Study Sample

Degree of Overall Intrinsic Motivation Factors	Turnover Intention Items			Pearson's R (P-Value)
	Agree n(%)	Neutral n(%)	Disagree n(%)	
High Motivation	3(2.1)	2(1.4)	24 (17.1)	.553 (.051*)
Moderate Motivation	32 (22.9)	8(5.7)	5(3.6)	
Low Motivation	56 (40.0)	3(2.1)	7(5.0)	

Table (3) showed that there is statistically significance impact of the intrinsic motivation factors on the rate of turnover intention among the study sample. In this table, the results illustrated that the study participants who are highly motivated due to their intrinsic factors, those are the ones have the lowest percentage (2.1%) of the agreement for the overall turnover intention. In vice versa, that the study participants who are low motivated due to their intrinsic factors, those are the ones have the highest percentage (40.0%) of the agreement for the overall turnover intention at P- value (.051).

Table No.4: The Impact of the Overall Extrinsic Motivation Factors on the Turnover Intention among Study Sample

Degree of Overall Extrinsic Motivation Factors	Turnover Intention Items			Pearson's R (P-Value)
	Agree n(%)	Neutral n(%)	Disagree n(%)	
High Motivation	2(1.4)	0(0.0)	17(12.1)	.160 (.059*)
Moderate Motivation	34 (24.3)	3(2.1)	7 (5.0)	
Low Motivation	61 (43.8)	10(7.1)	6 (4.3)	

Table (4), showed that there is a statistically significance impact of the extrinsic motivation factors on the rate of turnover intention among the study participants. In this table, the results illustrated that the study participants who are highly motivated due to their extrinsic factors, those are the ones have the lowest percentage (1.4%) of the agreement for the overall turnover intention. In conversely, that the study participants who are low motivated due to their extrinsic factors, those are the ones have the highest percentage (43.8%) of the agreement for the overall turnover intention at P- value (.059).

Table No.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.343	.212	.45123

a. Predictors: (Constant), Extrinsic Motivation Factors, Intrinsic Motivation Factors

Table (5) indicated the Model summary. Value of R Square is .343 which indicates that 34% variation in the faculty's turnover due to two independent variables that included extrinsic motivation factors, intrinsic motivation factors.

Table No.6: A NOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.077	2	2.039	18.09	.028 ^a
	Residual	20.894	137	.164		
	Total	27.971	139			

a. Predictors: (Constant), Extrinsic Motivation Factors, Intrinsic Motivation Factors

b. Dependent Variable: Turnover

In Table (6), F-statistics were carried out to find the overall strength of model. The value of F-statistics 18.09 shows that the model is highly significant.

Table No.7: Coefficients^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)^a - Intrinsic Motivation Factors					
	2.047	.195		10.486	.000	
	Received advancement	.560	.039	-.057	-.584	.023*
	Creative(challenging) job	.375	.039	-.093	-.890	.035*
	Growth in skills, or in status (advancement)	.654	.038	-.046	-.450	.017*
	Supervisor delegated work well	.804	.054	.027	.249	.013*
	Supervisor gave credit for work done	.232	.036	.121	1.201	.044*
2	(Constant)^a - Extrinsic Motivation Factors					
	1.776	.206		8.605	.000	
	Beneficial personal polices	.851	.038	-.019	-.188	.007**
	Supervisor competent	.039	.053	.249	2.090	.012*
	Supervisor willing to listen to suggestions	.379	.055	.113	.882	.048*
	Cooperation of people you worked with	.452	.053	-.091	-.754	.040*
	Good working relationship with	.147	.050	-.163	-1.459	.037*
	Amount of salary	.084	.038	.162	1.739	.056*
	Good physical surroundings	.347	.046	-.099	-.943	.043*

a. Predictors: (Constant), Extrinsic Motivation Factors, Intrinsic Motivation Factors

b. Dependent Variable: Turnover

In table (7), the result denoted that the growth in skills, or in status (advancement) and supervisor delegated work as well as intrinsic motivation factors have the highest percent that cause 80 and 65 percent variation in the faculty’s turnover with the positive direction and also t-value is also significant. In addition, it showed that beneficial personal polices and cooperation of people you worked with as extrinsic motivation factors have the highest percent that cause 85 and 45 percent variation in the faculty’s turnover with the positive direction and also t-value is also significant.

Table No.8: Coefficients^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant) ^a	2.868	1.204		9.146	.000
Intrinsic Motivation Factors	.140	.168	.051	.598	.051*
Extrinsic Motivation Factors	.221	.260	.017	.204	.039*

a. Dependent Variable: Turnover

Table (8), showed that the intrinsic motivation factors cause 14 percent variation in the faculty’s turnover with the positive direction and also t-value is also significant. Therefore, the first hypothesis is accepted which stated “there is an association between intrinsic motivation and turnover of the faculty. In addition, table (8) shown that the extrinsic motivation factors cause 22 percent variation in the faculty’s turnover with the positive direction and also t-value is also significant. Therefore, the second hypothesis is accepted which stated “there is an association between extrinsic motivation and turnover of the faculty.

IV. Discussion

The results of the present study revealed different intrinsic motivation and examines their impact on turnover intention of faculty members. The highest intrinsic motivation factors exhibited in this study were included growth in skills, advancement in status, delegated work, challenging job and getting variety of task which have a positive significant impact on the faculty intention of leave their job. These findings were supported by Kuvaas, Robert Buch, Weibel, Dysvik, and Nerstad (2017) ; Houkes, Janssen, Jonge and Bakker (2003); Lai and Kapstad (2009); Richer, Blanchard and Vallerand (2002) who are reported that the when organization provide opportunities for professional skill development and provide strategic roadmap that ensure faculty retention and also when the organization offer the opportunities for the promotion and advancement that increase the intrinsic motivation among faculty members for retention . In addition, this result was inconsistent with Arnold and Feldman (1982). who emphasizes that the faculties who feel motivated after getting variety of task on same job and they appreciate their freedom which keep the faculty's places job security at a high level for behavioral and psychological attachment toward their organization.

On other hands, the results of the current study revealed that there is a significant correlation between the extrinsic motivation and the intention to leave as high percentage of the faculty liked to stay in the organization due to salary, working environment, polices, good working relationship and their supervisors competent which are representative as the extrinsic motivation factors. These finding supported by Al shmemri, Shahwan-Akland Maude (2017). concluded that the leaders want to look at salary, work environment, policies and benefits to ensure employees are satisfied with their job so that the turnover is controlled. The results in the present study have confirmed that the salary is highly statistically significantly with the intention to leave, these findings are supported by Asim, and Alam, (2019) who observed that the nurses who were satisfied with their pays were happy with their jobs and had no intention to quit their jobs

In the present study, the finding is showed that the participants who are highly motivated internally they do not have the intention to leave this could be explained by the researchers that the organization have structured strategic plan of staff retention and rewarding system which make the faculty highly motivated and have low turnover. The findings are supported by Mgedezi, et al. (2014) who revealed that intrinsic motivation is the strongest predicator of employee retention, Moreover, Salam (2017) reported that the employees who are satisfied are less likely to leave the organization. Regarding the turnover intentions among faculty, the current study showed that most of the participants reported that they are satisfied to stay in the organization and they do not think to leave, as well as the turnover intention rate is low as per organization's statistics. These findings are consistent with Heckert and Farabee (2006) who reported that the turnover intention was low which is related significantly to satisfaction of the faculty. However, this finding is contradicting with Asim, and Alam, (2019) who showed that satisfaction with organizational policies, satisfaction with supervision, task clarity, salary and working environment are the factors that have significant negative correlation with turnover intention.

V. Conclusion

The results of this study supported the theoretical framework of Herzberg, Mausner and Snyderman claimed that job satisfaction had direct relationship to turnover and significantly this study concluded that all the motivating factors tend to the employee's low turnover. This study is recommended to replicate on large scale with different instrument to collect data to assess the actual turnover instead of intention to leave.

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