



Identifying Trends In 'Job Hopping' In Private Institutions Of Higher Learning

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ABSTRACT

Since early 20th century, there is greater mobility among academicians in the private institutions of higher learning in Malaysia. The high turnover is the result of economical and social changes in the country. With globalization, Malaysia has now become a hub for international education. This has led to the growth in private institutions of higher learning. With the vast increase in such institutions, employees today have greater opportunities to 'job hop' for various reasons. This research paper investigated the emerging trends in job hopping and the reasons behind it. The reasons were attributed to intrinsic and extrinsic motivating factors. The research further investigated whether there are differences in the trends between the various age groups; Baby Boomers (48 years and above), Generation X (33 – 47 years) and Generation Y (32 years and below). The researchers were motivated to do this research due to the increasing concern over the drastic mobility that is taking place in the private institutions of higher learning. The sample for this research comprised of 100 academicians working in the private institutions of higher learning. Participants were given questionnaires to obtain responses on the intrinsic and extrinsic motivating factors leading to their decision to job hop. The selection of participants was based on a purposive sampling method as the researchers wanted to obtain responses from the three categories of generation. The findings proved the key hypothesis of the research which is; firstly, there is a trend in the job hopping exercise in the private institutions of higher learning and secondly, there are differences in the trends between the three categories of generations. The research went on to offer practical suggestions to the private institutions of higher learning and the Ministry of Human Resources in Malaysia to establish guidelines and policies to ensure that the job hopping practice is kept to the minimum.

Indexing terms/Keywords

job-hopping; generation differences; intrinsic and extrinsic motivating factors

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1. INTRODUCTION

The practices of changing jobs frequently, especially as a means of quick financial gain or career advancement is the most common definition given to the job hopping process (The American Heritage® Dictionary of the English Language, 2010). Some claim that the stigma attached to job-hopping has vanished while others claim that there's a very big stigma to hiring job jumpers. According to Lancaster (1997), the debate about job-hopping is ragging on. With rapidly changing technology and globalization, adaptability is crucial for career success. According to Joyce (1999) job hopping is the wave of the future. The Generations before the big X were told and taught and expected to pick one job and stick with it for 20 or 30 years. It was drilled into them that it was a secure way to live and work, and it was the way that the bulk of the population played the job market but today, however, the economy has changed, and so have the rules (Joyce, 1999). Job hopping can be defined in many ways. According to Tavakoli (1999 cited in Joyce, 1999), in the past people would look at resumes and if you changed jobs every year or two, they wouldn't see you as a stable person, but today, the perception has changed, if you stayed in a company for a longer period of time, they wonder if you are not capable of finding another job. Today, the prevailing job-hopping phenomenon in the country is a great concern (Hamid, 1997) especially in academic institutions as many researchers and HR consultants have acknowledged the importance of manpower in smooth operation of any organization (Khalid et.al., 2012:127).

2. LITERATURE REVIEW

2.1 Job Hopping

Job hopping is the term used to identify employees who moved from one organization to another in search of better benefits or other basic requirements. With globalization and technological advancement, job hopping has become a social issue and of concern to many. Although organizations have contrasting views on employees who constantly job hop, research has shown that there is a new thinking that job hoppers are priceless assets who are more experienced and marketable (Weinstein, 1998). According to Khatri et al. (1999 as cited in Angeline and Feng, 2010) the definition of job hopping behaviour varies from one country to another. The authors suggest that two types of job hopping exist. The first is when an individual changes jobs because of his/her personal thrill seeking behaviour, while the second type is motivated by some aspect of social support.

2.2 Job Satisfaction

Okpara (2006) defined job satisfaction as a general behavior towards an object or job. While numerous articles have been written on job satisfaction, the foundation of it lies in the theory of motivation. According to Locke (1978), job satisfaction is a person's positive attitude and emotions towards his/her job and work environment. Wong and Tay (2010) add to this by claiming that the positive feelings result from employees' perception of the extent to which their jobs complement their personal goals (428). In a research conducted by Ingersoll (2011, 2006), it was identified that job dissatisfaction is not only one of the main reasons teachers quit teaching but the anticipation of it has discouraged others from joining the profession. The author went on to argue that the heavy workload, poor salaries and benefits, large class sizes, discipline problems among students, and the lack of teacher participation in decision-making, are some of the reasons teachers are dissatisfied and quit their jobs (Ingersoll, 2001, 2006). There are also conflicting arguments as to the implications of job satisfaction on job turnover where some researchers while others argue that satisfied employees are more likely to be affectively committed to their organization than those who are dissatisfied (Mathieu and Hamel, 1989; Williams and Hazer, 1986) while another group argues that job satisfaction only accounts for a small percentage (less than 15%) of the total variance in the actual turnover of employees (Koh and Goh, 1995; Lam et al., 1995). It is this controversy that surrounds the issue of job hopping that triggered the intention of the researchers to investigate the implications of job satisfaction (intrinsic and extrinsic motivating factors) on job hopping among academicians from the three generations (Baby Boomers, Generation X and Generation Y).

2.3 Generational differences amongst academics

According to Mannheim (1953 as cited in Gibson et.al., 2009) generational differences can be seen in the values held by each generation. The differences in values and work ethics of the different generations (Baby Boomer, Generation X and Generation Y) are being played out in many organizations as each Generation is slowly being outnumbered by another. This can also be concluded by a study done by Twenge (2010) where it was mentioned that many organizations are now experiencing an influx of younger workers. This is because the Baby Boomers (born between 1946 and 1964) are fast approaching the retirement age and the new workforce is emerging comprising of workers from Generation X and Y. This is no exception in the world of academia. For the sake of this study, the following years are to be used to classify each cohort. The Baby Boomer Generation is defined as those born between 1946 and 1964 as suggested by Gibson, et. al (2009). The same source also used 1965 to 1980 as the years for Generation X and 1981 onwards to identify Generation Y.

During the time of 1980 to 1995, the Malaysian economy faced some changes. These changes affected the work patterns, arrangements, financial independence and work opportunities and growth presented to the Generation Y. It was during this time that the commodity crisis of the 1980s hit Malaysia. It was also in the 1990s where Malaysia hit an economic boom where there was a time of prosperity (Okposin et al., 2000). The Generation Y cohort was not really affected financially but their parent's jobs (either Generation X or Baby Boomers) and livelihood impacted on the types of opportunities presented to the Generation Y cohort. The great financial crisis of 1997 / 1998 had also somewhat affected the Generation Y when their parents (either from Generation X or Baby Boomers) were not able to provide them opportunities such as better schooling and better facilities when they suffered a blow on their finances. Table 1 shows the different characteristics and work ethics held by each generation.



Table 1: Different Generations Want Different Things from Employers

	Baby Boomers	Generation X	Generation Y
Birth years	1946 – 1964	1965 – 1980	1981- 2000
Concept	Live to work	Work to live	Live in the moment
	<p>Career and redefined roles</p> <ul style="list-style-type: none"> ▪ Hard workers ▪ Meaningful work ▪ Restructured work ▪ Training & leadership development to upgrade <p>Retirement Promise</p> <ul style="list-style-type: none"> ▪ Favorable retirement policies <p>Salary and benefits</p> <ul style="list-style-type: none"> ▪ Retirement savings and health insurance ▪ Income/benefits to live & take care of families ▪ Retention bonus <p>Personal contact</p> <ul style="list-style-type: none"> ▪ Social affiliation & recognition ▪ Supportive work environment 	<p>Personal contact</p> <ul style="list-style-type: none"> ▪ Employers & leaders that “Walk the Talk” ▪ Straightforward communications ▪ Personal time with leaders, knowledge sharing, mentoring <p>Independence</p> <ul style="list-style-type: none"> ▪ Control over work ▪ Opportunities to be creative ▪ Control over education & training <p>Career progression and job security</p> <ul style="list-style-type: none"> ▪ Team work & knowledge sharing ▪ Expect to stay with an employer 5-6 years <p>Salary and benefits</p> <ul style="list-style-type: none"> ▪ Fair & competitive compensation ▪ Retirement savings & health insurance ▪ Skill-building opportunities <p>Work/life balance</p> <ul style="list-style-type: none"> ▪ Want life outside work ▪ Work/life policies & benefits 	<p>Flexibility and work/life balance</p> <ul style="list-style-type: none"> ▪ Flexible work hours, schedule ▪ Informal workplace, casual attire ▪ Connection with co-workers, community & “greater good” <p>Personal contact</p> <ul style="list-style-type: none"> ▪ Direct and frequent (daily) feedback ▪ Involved manager ▪ Told the value and business purpose of tasks they are assigned ▪ Credibility ▪ Diversity & cross-cultural competence <p>Career progression and skill development</p> <ul style="list-style-type: none"> ▪ Want achievement ▪ Customized careers ▪ Building skills ▪ Expect to stay with an employer 1-2 years <p>Salary and benefits</p> <ul style="list-style-type: none"> ▪ High salary ▪ Healthcare coverage and retirement savings ▪ Benefits/perks today rather than promise in future

(adapted from Resource Talent Imperatives 2008)

Table 1 gives clear indications as to the different perspectives that the three generations have with regards to work ethics and work expectations. Baby Boomers give more emphasis on retirement benefits, while Generation X still place a lot of importance on independent working conditions which also provides opportunities for a balance between work and life outside work. Generation Y being representatives of the ‘young and enthusiastic age group’ gives priority to opportunities of achievement as well as current benefits or perks rather than future ones. On the whole, we can conclude that there are clear distinctions between the three generations.

2.4 Intrinsic and extrinsic factors leading to job-hopping

Job satisfaction is one of the top issues for management and organization (Salman Khalid et al., 2012 as cited by Locke & Latham, 2000). The study of Herzberg’s (1968) two-factor theory illustrated that one’s job was affected by factors intrinsic to it, called motivator factors, and those extrinsic to it, called, hygiene factors. Herzberg’s intrinsic satisfiers includes elements such as achievement, recognition, responsibility, advancement and others meanwhile the extrinsic satisfiers were company policy, supervision, salary, status, job security and many more (cited in Udechukwu, 2007). A study conducted by Ronen (1978) on the job satisfaction and the length of employment suggested that over time, intrinsic satisfaction had been the major contributor to changes in the overall satisfaction of workers (cited in Udechukwu, 2007). Although most studies suggest the major motivating factor to enter the teaching profession is the intrinsic passion to work with young adults (Choy et al., 1993), other studies suggest that a mix element of both intrinsic and extrinsic factors are better predictor of teacher job satisfaction. Even though the intrinsic satisfaction is reflected in the teaching activities, the external factors such as salary, support from co workers, university safety plays a major role in the academic staff’s satisfaction. If any of the above factors are not satisfying, there are high chances for the lecturers to change the organization (Khalid et al., 2012 as cited in Dvorak & Philips, 2001). This study is further supported by Choy (1993), who believes that poor working conditions will motivate academics to job hop (cited in Sharna et al., 2009). In addition, other factors such as the size of classes, administrative support, teaching hours, availability of teaching materials and aids were also found to be elements attributing to withdrawals decisions (Kalbers and Fogarty, 1995 cited in Mohan, 2010). According to Bassi et. al. (1999), Sheridan, (1992) and Wood (1999), the decisions to stay or leave also depended on the training and development opportunities provided by the organization according to their needs (as cited in Janet & Christopher, 2008).

By contrast, a research by Wong & Tay (2010) which was conducted on teachers, specifically in music industry, revealed that poor organizational support is not the main reason that leads them to job hop. Another interesting study undertaken by Twenge (2010), used the Monitoring the Future (MTF) study to understand the intrinsic and extrinsic work values across the three generations (Baby Boomers, Generation X and GenMe/Y). The study which was undertaken in the United States reported that intrinsic values of job satisfaction appeared relatively constant across generations, with no difference between the Baby Boomers and Generation X but a small decline between Baby Boomers and Generation Y. Generation Y seems to favor intrinsic values slightly less than Boomers did at the same age. On the other hand, the study on the



extrinsic factors revealed a non constant pattern, with Generation X significantly more likely to value money, status, and prestige compared to Baby Boomers, and there was also a decrease in the values appreciated by Generation X and GenMe/Y.

2.5 The Development of Private Higher Education Institutions in Malaysia

Private higher education institutions were officially recognized in Malaysia in 1996, with the enactment of the Private Higher Education Institution Act (PHEIA) 1996 and the amendments made to the Universities and University Colleges Act (UUCA) 1971 and the Education Act 1961 (Wan, 2007). With the passage of the PHEIA 1996, the Malaysian government formally began to encourage the private sector to play a complementary role in the provision of higher education (Wilkinson & Yussof, 2005). According to Lee (2004 cited in Mok, 2008 & in Singh, Schapper & Mayson 2010), the liberalization policy, globalization and coupled with the Asian Financial Crisis in 1997, gave rise to transnational education in Malaysia.

According to Morshidi (2009), the government had minimal influence in the running of higher education institution and the development of higher education in general prior to 1969. But over time it changed with the introduction of the Malaysian Development Plan, with the principal focus on higher education sector as the driver for socio-economic mobility (Archer et al., 2003; Shiraishi, 2004 cited in Bajunid 2008).

With a strong determination to make Malaysia a technological and educational hub in the region with the goal of turning Malaysia into an industrialized nation by the year 2020, the Malaysian government deliberately allowed the growth of private higher education to address the educational needs (Mok, 2008). Furthermore, with the adoption of the higher education of foreign developed nations; many foreign campuses have been set up to cater for the vast majority of local and some international students (Arokiasamy, 2010). Malaysian Higher Education development can be categorized into four distinct periods as shown in Table 2. The first phase is named “Education for Elites”; the second as “Education for Affirmative Action”, the third as “Education As and For Business” and the final phase as “Education for global competition” (Arokiasamy, 2010).

Table 2: Typology of Phases in Malaysian Higher Education

Typology	Education For Elite	Education For Affirmative Action	Education As And For Business	Education For Global Competition
Phase	Pre – 1970 (Phase 1)	Post 1970 – 1990 (Phase 2)	Post 1990 - 2000 (Phase 3)	Post 2000 – till now (Phase 4)
Description	Only one university - University of Malaya	Establishment of other state-controlled universities	Establishment of other state-controlled universities	Establishment of Ministry of Higher Education (MOHE)
Initiatives	Emphasis on primary and secondary education	Ethnic quota admission policy	Evidence of market – Introduction of overseas private post-secondary education including universities and corporatisation of public higher learning institutions	Evidence of Internationalization Establishment of Research University Establishment of APEX University
Enhancement			Establish quality mechanisms [further enhanced in the fourth phase with the establishment of the Malaysian Qualifications Agency (MQA)] Establishment of National Higher Education Fund Corporation (PTPTN)	

(Source: adapted from Arokiasamy, 2010)

In the first phase of higher education development, entrance to University Malaya was extremely competitive and only can be achieved by the elites of the society. Much of the development in the education sector took place in the primary and secondary schools. In the second phase, the government established other state controlled universities and introduced ethnic quota policy to increase representation of Bumiputra students. The third phase of the development was geared towards privatization of higher education sector and the introduction of a regulatory body and education fund to further strengthen the sector. The fourth phase of the development included the establishment of the Ministry of Higher Education, establishment of research universities, and granting of Apex status to University Sains Malaysia.

Currently, there are several institutions working together to promote Malaysia as a major regional hub of higher education, including the Department of Private Education under the Ministry of Education (MOE), the National Association of Private Higher Education Institutions, the Malaysian Association of Private Universities and Colleges and the Malaysian Education Promotion Council (Wan Chang Da, 2008). Beginning in the 1990s, the market share of private institutions increased tremendously, hitting an all-time record of 45.7% in 2006. This proportion reflects the significant role of PHEIs as



education providers in the industry (Lee, 2004a, as cited in Wan Chang Da, 2008). From merely, 156 institutions in 1992, there are currently 476 private higher education institutions in the country and about 73 of these institutions are operating under the status of a university or university college (MOHE, 2010). It is this development in the education sector which has made job-hopping opportunities more possible.

3. METHODOLOGY

Qualitative and quantitative researches represent two distinctly different approaches to understanding the world that is, the phenomena being researched (Wiersma, 2000). According to Krathwohl (1993), quantitative research describes phenomena in terms of numbers or measures while qualitative research describes phenomena in words. For the purposes of this research paper, a quantitative approach using a survey design was adopted.

3.1 Sample and data collection method

In the case of this research, the population would be academicians employed in private institutions of higher learning. Since the population is usually large and working within the constraints of time and money, according to Nardi (2003), researchers usually end up generating some statistics from a 'sample' of people chosen to represent the entire population. For the purpose of this research paper, a purposive sampling was used whereby 100 academicians employed in private institutions of higher learning located in the state of Selangor were chosen as respondents. This was done with the intention of getting a holistic response. By selecting samples from various institutions from different geographic locations, it was hoped the responses will be more accurate and reliable and thus ensure validity and reliability of the findings. Another reason for the use of a purposive sampling method was related to the objectives of the research where researchers wanted to obtain responses from the three categories of generations. This is to ensure the findings would prove the key hypothesis of the research which is; firstly, there is a trend in the job hopping exercise in the private institutions of higher learning and secondly, there is a difference in the trend between the three categories of generations; Baby Boomers, Generation X and Generation Y.

3.2 Instrumentation and Data Analysis Process

A survey questionnaire was designed with various types of questions and was administered to 100 samples. The samples consisted of academicians from various ages working in the private institutions of higher learning. The respondents were then grouped into three main categories; Baby Boomers (48 years and above), Generation X (33 years to 47 years) and Generation Y (32 years and below) working in the private institutions of higher learning. The data collected was tabulated using SPSS version 19 and the results were cross tabulated to identify the emerging trends in job hopping and the reasons behind it. Every question was cross tabulated with age group being the main variable as the intention of the researchers was to identify whether there are differences in the trends of job hopping between the various groups. In analyzing the data, focus was also given to whether the factors determining job hopping was intrinsic or extrinsic. To enable clear data processing, the responses of the respondents were tabulated using codes. The codes are as listed in Table 3.

Table 3: Codes used in Data Tabulation

Intrinsic Motivating Factors		Extrinsic Motivating Factors	
IF-1	Opportunities for research	EF-1	Working environment
IF-2	Training opportunities	EF-2	Co-Workers
IF-3	Achievements	EF-3	Teaching & Learning resources
IF-4	Medical Benefits	EF-4	Equitable workload
IF-5	Opportunities for attending conferences	EF-5	Company policy and Support
IF-6	Recognition	EF-6	Pay
IF-7	Career Advancement	EF-7	Working hours
IF-8	Empowerment	EF-8	Restrictive clauses in the employment contract
IF-9	Passion for teaching	EF-9	Supervision (rigid monitoring)
IF-10	Job satisfaction	EF-10	Overlapping intakes
IF-11	Family	EF-11	Size of classrooms
IF-12	Job security	EF-12	Number of subjects
IF-13	Opportunities for teaching at different levels	EF-13	Location



IF-14	Staff events (annual dinner, family day, etc)	EF -14	Status and reputation of institution
IF-15	Fringe benefits	EF -15	Electronic class management system
IF-16	Unachievable KPI	EF -16	New staff support system (e.g. mentoring, guidance, etc)

4. FINDING & DISCUSSION

Table 4 shows the tabulation of number of times the academicians changed jobs according to age groups.

Table 4 : Cross tabulation of age groups and number of times job hopped

Age Groups	Number of times change jobs					Total
	Nil	Once	2 to 3 times	4 to 6 times	more than 6 times	
Gen Y	17.0%	34.0%	37.7%	9.4%	1.9%	100.0%
Gen X	10.3%	30.8%	35.9%	20.5%	2.6%	100.0%
Baby Boomers	.0%	.0%	37.5%	62.5%	.0%	100.0%

An analysis of Table 4 indicates that job hopping is common among the three age groups. More than 80% of academicians from the three age groups have job hopped at least once. In terms of job hopping more than six times, the findings were consistent to the researchers' initial hypothesis that Generation X would be the highest. The survey results proved this, as 2.6% of Generation X had job hopped more than six times unlike the Generation Y which was only 1.9% and Baby Boomers 0%. These findings were however inconsistent because the findings as to the number of times job hopped between four to six times showed that 62.5% for Baby Boomers, 24.5% for Generation X and 9.4% for Generation Y. As for job hopping between two to three times, the results show 37.5% for Baby Boomers, 35.9% for Generation X and 37.7% for Generation Y. In the case of job hopping more than once, the result showed 0% for Baby Boomers, 30.8% for Generation X and 34% for Generation Y. The results on the whole did not show a particular trend for the respective age group. What can be said would be that generally, there is a high percentage of job hopping among Baby Boomers and Generation X as all Baby Boomers from the sample had changed jobs at least once. On the other hand, 89.7% of Generation X had changed jobs at least once while only 83% of Generation Y had not changed jobs. A possible explanation for these findings would be that young academicians do not change jobs as often possibly due to reasons of inexperience. On the other hand, Baby Boomers are changing jobs more often due to the fact that the job market provides better opportunities of movement which comes with the years of experience that they have. This can be proven through an analysis of job advertisements for academicians which usually have a pre-requisite of at least three years of working experience. This is further proven by the high percentages shown for the Baby Boomers with regards to job hopping two to three times (37.5%) and four to six times (62.5%).

A linear regression was done to identify whether there is a significant relationship between age and the number of times job hop. Table 5(a) and (b) shows the result.

Table 5(a): Linear Regression analysis of Age Group and Number of Times Job Hop

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298 ^a	.089	.080	.947

a. Predictors: (Constant), x1-Age group

Table 5(b): Linear Regression analysis of Age Group and Number of Times Job Hop

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.408	.125		11.263	.000
	x1-Age group	.459	.148	.298	3.094	.003

a. Dependent Variable: x19-number of times change jobs

The findings indicate there is a significance of 29.8%. The significant value is 0.003 which is less than 0.05 P value, as such it concluded that there is a positive relationship between the two variables. An increase in age, shows a parallel increase in the number of times job hopped.

Table6: Cross tabulation of age group and intrinsic motivating factors for job hopping

Intrinsic Factors Age Group	Opportunities for research	Better security	Better job satisfaction	Better benefits	Less stress
Gen Y	30.2%	18.9%	28.3%	20.8%	20.8%
Gen X	28.2%	28.2%	20.5%	33.3%	17.9%
Baby Boomers	25.0%	25%	50.0%	50.0%	37.5%



Table 6 gives the tabulation of the responses from the samples of the respective age groups with regards to the intrinsic factors that motivated them to job hop. The findings indicate the respondents from all three groups did not indicate opportunities of research as a factor to job hop. This is shown by the low percentages of responses; Baby Boomers (25%), Generation X (28.2%) and Generation Y (30.2%). In terms of better security, responses from the three age groups did not indicate better security as an important reason that led to their job hopping as the findings are all below 30%. As for better job satisfaction as well as better benefits, the responses from Baby Boomers showed that these two intrinsic motivating factors played an important role in their decision to job hop. Half of the respondents (50%) indicated this for both factors. The respondents from Generation X and Generation Y did not indicate these factors as important. The intrinsic motivating factor of seeking a job which is less stressful was not cited as important by the respondents from all the three age groups; Generation Y (20.8%), Generation X (17.9%) and Baby Boomers (37.5%).

Table 7: Cross tabulation of age group and extrinsic motivating factors for job hopping

Extrinsic Factors	Better pay	Better management	Strategic location	Better facilities	Better job prospects
Age Group					
Gen Y	58.5%	28.3%	22.6%	22.6%	34.0%
Gen X	69.2%	20.5%	30.8%	20.5%	41.0%
Baby Boomers	50.0%	50.0%	50.0%	25.0%	25.0%

Table 7 gives the tabulation of the responses from the samples of the respective age groups with regards to the extrinsic factors that motivated them to job hop. From this table, all respondents indicated that better pay was an important intrinsic factor which motivated them to job hop (Generation Y with 58.5%, Generation X with 69.2% and Baby Boomers with 50%). In comparison of the three groups, it is evident that the respondents from Generation X were the ones who were more motivated to job hop for better pay. As seen in table 7, indicated that strategic location played an important role in their decision to job hop. Half of the respondents (50%) of Baby boomers indicated this. Both Generation X and Generation Y did not give much importance to these this factor. As for better job prospects, respondents from Generation X (41%) felt that better job prospects played an important role in their decision to job hop. Respondents from Generation Y (34%) were also in favour to job hop if there were better job prospects. As for respondents from the Baby Boomer age group, they viewed that better job prospects were not an important factor when it came to their decision to job hop.

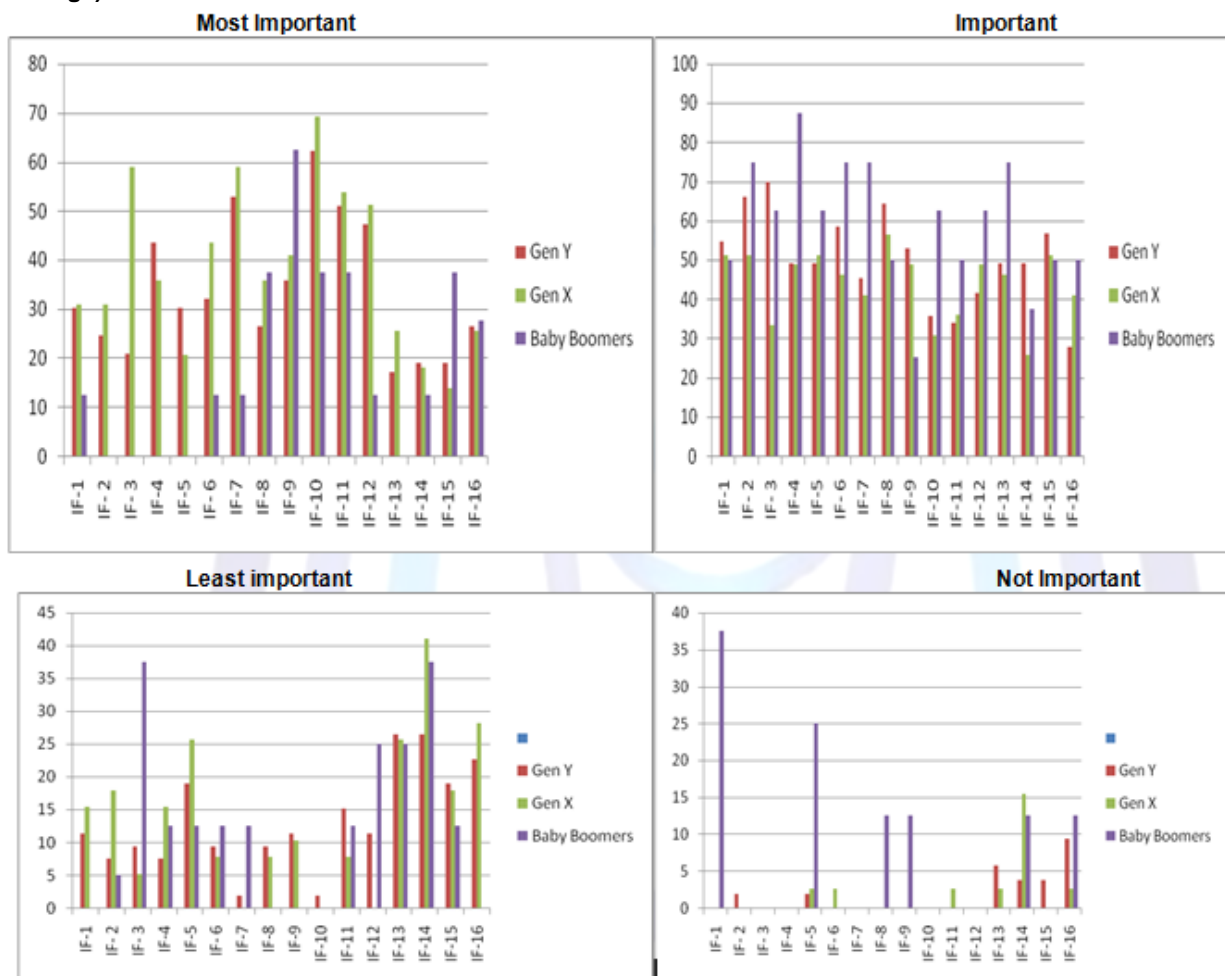
Table 8 depicts the tabulation of age groups and ranking of importance of intrinsic factors for job hopping. There are sixteen factors that have been coded into IF-1 to IF-16 respectively. With the regards to the intrinsic factor of opportunity for research, more than 50% of the respondents from all three generations indicated it was an important factor for job hopping. As for IF-2, namely training opportunities, the respondents from all age groups viewed that it is important element for the decision to job hop ; Generation Y (66%), Generation X (51.3%) and Baby Boomers (75%). In terms of the IF-3, which is achievement, 69.8% of Generation Y viewed that it is an important factor, followed by 33.3% for Gen X and 62.5% for Baby Boomers. About 37.5% of respondents from the Baby Boomers viewed that was the least important factor. This can be attributed to the characteristics of that age group. The respondents from this group are probably already satisfied with their level of accomplishments

As for IF-4 (medical benefits), 87.5% of the respondents from Baby Boomers felt that it is important factor for job hopping, compared to 49.1% and 48.7% for Generation Y and Generation X respectively. It shows that most of the respondents from the Baby Boomers have placed medical benefits as significant element to decide for leaving and joining other academic institutions. This is because health is a major problem that they have to face as they grow older. Further, today, medical expenses are extremely high. There is also consistency in the findings from the respondents from all age groups with regards to the factor of opportunity for attending conference (IF-5). All the respondents indicated that it is an important factor. Statistics shows 49.1 % (Generation Y), 51.3% (Generation X) and 62.5 % (Baby Boomers) of the respective groups have ranked the factor as important. The reason for this could be two-fold. Firstly, the KPI of most institutions have this as a condition to be fulfilled and secondly, academicians generally tend to work towards obtaining the status of Associate Professor or Professor and this is only possible with having presented papers in conferences alongside with publications in high ranked journals. Only 25% of the Baby Boomers viewed that it is the least important factor. The underlying reason could be that these respondents had ample opportunities for attending conferences before and are now giving less emphasis on this component. With reference to recognition, 58.5% respondents from Generation Y, 46.2% respondents from Generation X and 75% of respondents from Baby Boomers have indicated that factor plays an important role in their decision making in regards to job hopping. Besides, the career development factor has also been said to be most important to the Generation Y (52.8%) and Generation X (59%). However, only 12.5% respondents from the Baby Boomers shared their view. Next, for the empowerment factor, the findings indicate that 64.2 % (Generation Y), 56.4% (Generation X) and 50 % (Baby Boomers) have agreed that this factor is important. Interestingly, 62% respondents from the Baby Boomers have agreed that passion for teaching is the most important factor for job hopping unlike 35.8 % (Generation Y) and 41.0% (Generation X).

With regards to IF-10, the job satisfaction factor, 62.5% of respondents from Baby Boomers have ranked this factor as important while 69.2% from Generation X and 62.3% of respondents from Generation Y has asserted that this factor is most important. The difference in the views between Baby Boomers and the two younger generations can be attributed to the fact that usually after a certain age, the older generation tend to be satisfied quite easily. However in the case of IF-11, the family factor, statistic show that 50% of respondents from the Baby Boomers have found it to be important while more than 50% from Generation X and Y have found it to be most important. One possible explanation for this would be seen in the fact that Generation X and Generation Y would probably have young children and as a result, priority would be given to this factor. Further, some of the respondents from these generations would also be in the stage of having started new family which would demand more focus and attention.



Table 8: Cross tabulation of age group and ranking of importance of intrinsic factors for job hopping (in percentage)



The findings for IF-12, namely job security indicates that 47.2% (Generation Y) and 51.3% (Generation X) found it to be most important compared to only 12.5% of Baby Boomers sharing this view. The data further shows that 26.4% (Generation Y), 25.6% (Generation X) and 25% (Baby Boomers) responded that opportunity for teaching at different levels is least important. However it must be noted that a large percentage of respondents from the Baby Boomers generation have indicated that opportunity for teaching at different levels is of importance. Similarly, the result shows that 26.4% of Generation Y, 41.0% of Generation X and 37.5% of Baby Boomers rank staff events as a least important factor determining job hopping. Another pattern was shown in the intrinsic factor of fringe benefits where 56.6% of Generation Y, 51.3% of Generation X and 50% of Baby Boomers viewed it as important. Lastly, 26.4% of Generation Y, 25.6% of Generation X and 27.5% of Baby Boomers responded similarly that unachievable KPI is a most important factor for job hopping. As a conclusion, it can be stated that in most of the intrinsic factors there was a similar trend between the generations except for IF-1 (opportunities for research), IF-2 (training opportunities), IF-4 (medical benefits), IF-6 (recognition), IF-7 (career advancement), and IF-13 (opportunities for teaching at different levels where the respondents from Baby Boomers have shown that these factors were significant in their decisions to job hop.

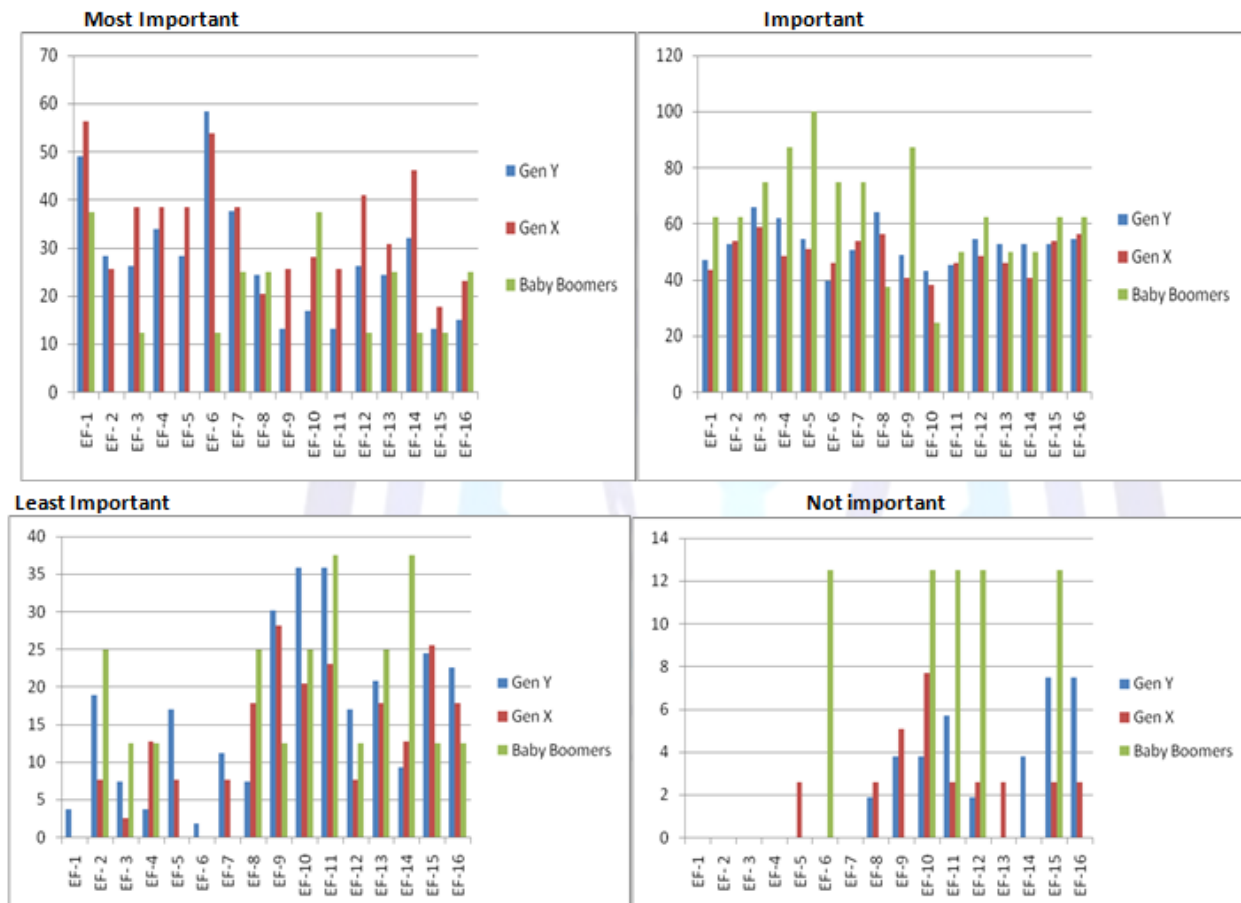
Table 9 depicts the cross tabulation of age groups with the ranking of importance of extrinsic factors for job hopping. There are sixteen factors that have been coded into EF-1 to EF-16 respectively. The findings with regards to working environment as extrinsic factor shows that respondents from Generation Y (47.2%), Generation X (43.6%) and baby boomers (62.5%) consider it to be an important category in the decision to job hop. With regards to the extrinsic factors of EF-2 to EF-7, comprising of co-workers, teaching and learning resources, equitable workload, company policy and support, opportunities for research and working hours shows similar trends in the results. For all these extrinsic factors, more than 50% of the respondents from the respective age groups indicated that the factors were important in job hopping decisions. One interesting finding from these factors is that all the respondents from baby boomers generation asserted that company policy and support is an important factor for job hopping. According to the data, the responses from Generation Y (58.5%) and Gen X (53.8%) indicated that pay is important to job hopping. However, 75% of the respondents from Baby Boomers indicated that this factor is an important factor to job hop. This high percentage indicates that the need for a high level of financial stability of this age group is more important compared to the other age groups.

In the case of EF-2 (co-workers), it is noted that 52.8% of respondents of Generation Y, 54.1% of respondents from Generation X and 62.5% of respondents from Baby Boomers, considered this factor as crucial for job hopping. The same can be said for EF-3 (teaching and learning resources), where 66% of respondents from Generation Y, 59% of the respondents from Generation Y and 75% of respondents from baby boomers also claimed that this extrinsic factors plays



an important role in job hopping. A plausible explanation for this would be that the factors of co-workers and teaching and learning resources are crucial support systems which contribute either directly or indirectly to the academic performance of the individuals. As such, any lack in these two support systems may trigger an individual's intention to leave the existing institution.

Table 9: Cross tabulation of age group and ranking of importance of extrinsic factors for job hopping (in percentage)



With the regards to the extrinsic factors of equitable workload (EF-4), the findings indicated that a very high percentage (87.5%) of respondents from baby boomers considered this factor as important. On the other hand, 62.3% respondents from Generation Y, found it important and another 34% found it to be most important. In the case of respondents from Generation X, only 48.7% claimed that it was important while another 38.5% claimed that it was most important. In conclusion, it can be said respondents from all three Generations found it to be either important or most important. The extrinsic factor of working hours (EF-7) was also indicated to be of importance by the respondents as more than 50% asserted that it was important and more than 25% asserted that it was most important. It can be concluded at this point that the extrinsic motivating factors of equitable workload and working hours play an important role in employees decision to job hop. With regards to extrinsic factor (EF-8), which was on restrictive clause in the employment contract, the respondents from the three Generations felt that it was of importance too. An interesting point to note here is that a large percentage of respondents from Generation X (56.4%) and Y (64.2%) claimed that it was important but only 37.5% of respondents from baby boomers Generation considered it to be important. The researchers were unable to identify a reason for this.

The extrinsic factor of supervision (EF-9) revealed a very inconsistent finding. 49.1% of respondents from Generation Y and 41% of respondents from Generation X said that it was an important factor for job hopping. This below average percentages is of sharp contrast to the high percentage of baby boomers (87.5%) who found this factor important. With regards to EF-10, overlapping intakes factor, the findings indicated that 35.8% (Generation Y), 20.5% (Generation X) and 25% (Baby Boomers) viewed this factor as least important. It shows that overlapping intakes does not contribute significantly to their decision to job hop. Lastly, for the factors of EF-11(size of classroom), EF-12 (number of subjects), EF-13 (location), EF-14 (status and reputation of institution) and EF-15 (electronic class management), the findings show a consistent pattern where about 50% to 65% of respondents from all the three groups have indicated that the factors are important. The size of the classroom indicates the number of students per classroom which is consistently an important element for an academic to consider, as when the size of the classroom increases, the number of exam scripts will be significant and place greater pressure on the academicians to complete marking within a stipulated time. As for the location factor, it negatively affects the disposable income of the academicians, as the further the location, a higher travelling cost will be incurred and this would lead to a decrease in the disposable income. With regards to EF-16, new



staff support system, the findings indicated that more than 50% of respondents from the three generation consider it as important. However, 22.6% of respondents from Generation Y and 17.9% of respondents from Generation X considered it as least important. Further, another 7.9% respondents from Generation Y and 2.6% from Generation X stated that this factor is unimportant. A possible explanation for such as a finding is that being young and enthusiastic this age group would not consider peer support as essential.

5. CONCLUSION AND RECOMMENDATION

The finding of the research allows us to conclude that both intrinsic and extrinsic motivating factors are crucial in determining decisions to job hop. In relation to intrinsic motivating factors, the findings revealed some interesting point. In the case of Baby Boomers, three intrinsic motivating that they considered as most important factor are passion for teaching, fringe benefits and empowerment. This finding is totally different from the findings of Generation X and Y, where respondents both the generations chose job satisfaction and achievement as the most important factors. The difference is seen in their third choice; Generation X chose career advancement while Generation Y chose family. With regards to the factors that they considered as important, the findings indicated that there was very little similarities between the three. The respondents from Baby boomers chose training opportunities, medical benefits, opportunities of attending conferences. These choices were totally different from Generation X which chose opportunities of research, empowerment and fringe benefits. Generation Y chose training opportunities (similar with baby boomers) achievements, and empowerment (similar to Generation X). With regards to extrinsic motivating factors, the Baby Boomers identified working environment, overlapping intakes and new staff support system as the three most important facts that attributed to decisions to job hop. Generation X on the hand identified working environment, pay and status & reputation of institution as the most important factors leading to job hopping. In the case of Generation Y, the three factors identified as most important are pay, working environment, and working hours. These findings indicate a similar trend as all three generation identified working environment as a key deciding factor in the decisions to job hop. Another similarity is seen between Generation x and Y where the respondents selected pay as the most important. With regards to factors which were said to be important, Baby Boomers choose equitable workload, company policy and support and supervision (rigid monitoring) as the three most important factors. Generation X on the other hand, chosen, teaching and learning resources, restrictive clauses in the employment and new staff support system. This finding is similar to the findings for respondents for Generation Y, as the respondents also choose teaching and learning resources and restrictive clauses and employment. However, the third extrinsic factor selected as important is number of subjects as compared to the factor selected by Generation X which was new staff support system.

As a conclusion, it can be said that there is a trend in job hopping. However, the trends differ drastically between Baby Boomers and the other two generations. There are similarities in the trends of job hopping between generation X and Y, which is seen predominantly in the selection of both intrinsic and extrinsic factors that they considered most important factors. However, there was a slight difference between the factors considered as important by the two generations. In terms of intrinsic factor, the similarity was seen only in one factor out of the three selected as important; empowerment, while there was two common factors selected in the case of extrinsic motivating factors; teaching & learning resources and restrictive clauses in the employment contract.

The results of this research would be of use to the management of higher education institutions, Ministry of Higher Education (MOHE) as well as Human Resource practitioners. It serves to indicate the reasons and key factors that lead to job hoping among academicians from the three generations; Baby Boomer, Generation X and Generation Y. It is hoped that private institutions of higher learning would take note of the feedback from respondents and possibly relook at their retention of human capital policies. The limitation of the research was that the sample size was taken from private higher education institution of higher learning around the Klang Valley. A longitudinal study would have probably given a more accurate result.

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First Author's Biography with Photo



Dr. Saroja Dhanapal is a veteran in the academic arena. She has contributed extensively to the academic profession as she has been teaching for the past 29 years in both public and private universities. She started her teaching profession after completing a three years teachers' training course in Seri Kota Teaching Training College, Kuala Lumpur where she obtained an A for her teaching practice. She then pursued her B.A. (Hons.) in English Literature in University of Malaya and went on to successfully complete her M.A (English Literature) in the same university. The topic of her research is "Robert Frost as a Modern Poet". In addition to this, she has also completed her L.L.B (Hons.) as an external student

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