

Quality of Work Life, Job Enrichment and their Impact on Employee Retention: Exploratory Research in Private Colleges in Baghdad

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Abstract: Quality of work life (QWL) can be impacted by a variety of factors, including organizational structure, the physical environment, job security, and the opportunity for personal growth and development. As job enrichment is a key component of QWL, it can play an important role in employee retention. The main objective of this research is to determine the dimensions of QWL and job enrichment that promote employee retention and how those dimensions significantly impact employee retention. The research was based on a questionnaire survey with (358) faculty members representing 10 private colleges in Baghdad, the questionnaires' reliability and validity were examined, and data were described and analysed using a descriptive and analytical approach by using SmartPLS to test the hypotheses. The findings assert both quality of working life and job enrichment had a significant impact on employee retention. The study urges employers to offer highly desirable working conditions, and by utilizing a job enrichment strategy, faculty staff roles are created to keep them.

Key-Words: - Quality of Work Life, Job Enrichment, Employee retention, Human Resource Management, Private Colleges, Iraq.

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1 Introduction

Organizations transitioned from a manufacturing economy to a knowledge one. This latter regards knowledge as a critical component of strategic planning allowing firms to tap into a source of competitive advantage. The transition was accompanied by a rise in calls from OB and HRM professionals to restructure the workplace to be more conducive to knowledge work, [1]. Based on the hypothesis that knowledge workers are extremely influential in businesses and that knowledge is the most important competitive component, [2]. Organizations are fundamentally an expansion of people's thoughts and activities, [3]. For a decade, scholars stated that intellectual property was the key success factor, [4]. Therefore, if an organization decides to achieve a competitive advantage, it must create, build, and maintain vital resources, [5]. and these resources must be rare, valuable, hard to duplicate, and replaceable, [6]. According to, [7] knowledge meets all of Barney's requirements. It is therefore the organization's most

valuable asset, [8]. The organization's activities and, consequently, its competitiveness may be impacted by how it produces, uses, and maintains these assets, [9].

With the rise of the knowledge economy, a wave of job-hopping occurred, and the concept of a lifetime job faded, [10]. Furthermore, changing jobs frequently is not necessarily an indication of failure, [11]. Therefore, employees can move freely within and across organizations, posing a new business problem, [12]. Owing to the fact that high performers prefer working for companies that are known for being great places to work, there is an imbalance in the demand-supply of qualified people, and that imbalance is anticipated to widen negatively, [13]. Regarding these new realities, organizations must work proactively to increase employee retention because losing employees would mean losing a source of long-term competitive advantage. As a result, on the one hand, there is a constant scholarly and professional need to understand the psychological mechanisms

that push employees to leave the organization, [14]. moreover, the literature argues that there is insignificant evidence in this vein. According to the literature, the issue of employee departure always exists, and overcoming it is a challenging management task, [15]. Due to the lack of evidence, the impact of specific organizational arrangements such as job enrichment and quality of working life on employees' behavioural intentions remains unclear, [16]. Furthermore, the arguments suggest that future research should focus on psychological determinants that may influence employees' decision to discontinue working at the organization. This research aims to emphasize the significance of (QWL) job enrichment dimensions for employee retention in Baghdad's private colleges. The main objectives are:

- To determine the dimensions of QWL and job enrichment that promote employee retention.
- To determine the effect of QWL dimensions on employee retention.
- To analyze how job enrichment impacts significantly employee retention.

Documenting an employee's abilities and knowledge is challenging because they reside in their hands and minds, [17]. Considering that employees can alter the organization in which they work, Organizations are under intense pressure to develop a plan for employee retention. As a consequence, there is a gap in the past studies regarding the analysis of the relationship between QWL and employee retention, further research is needed to examine how QWL dimensions and job enrichment impact significantly employee retention, and this study fills that need.

The research is ordered as follows: The study's introduction is presented in Section 1, the literature review in Section 2, the hypotheses' development is discussed in the methodology in Section 3, Section 4 discusses the results, discussion in Section 5, and the conclusion in Section 6.

2 Literature Review

How an organization recruits, hires, motivates, and keeps its employees is crucial to its success. Organizations nowadays must be more adaptable, and this latter is attributed to being able to grow their workforce and value employee dedication. Organizations must therefore implement a plan to enhance its' QWL. It enhances both organizational and individual efficiency and effectiveness, [18]. QWL is the most important factor that will affect their intention to remain in the. It is a major force that contributes to sharpening the motivation of

workers, who are the organization's weapons, in meeting the challenges and achieving the best results, [19]. [20] found that organizations with high QWL could attract, develop and retain good workers. It also contributes to reducing costs, solving problems and enhancing workers' performance and productivity, [21] and enhancing the company's standing as a desirable work environment, [22]. Therefore, many organizations believe that the satisfaction and happiness of the organization's employees should be achieved and that the way is to provide a QWL, [23]. QWL consists of five components which are; (1) Social integration: the characteristics of the workgroup, how work is carried out and the rewards and regulatory sanctions that have an impact on the workplace, [24]. (2) Opportunities for employee development: Organizations need workers with diverse skills and capacities, [25]. (3) Healthy environment Making sure that employees are safe is important for the well-being of the workplace, [15]. (4) Adequacy and fairness of salary, whereas salary is the main source of income for individuals within organizations and one of the most important incentives by which people's needs are satisfied. (5) Organizational work: The QWL of employees will be unique and better if they exercise their rights, [26]. The evolution of the manufacturing system has created several challenges that were never faced by organizations before the Industrial Revolution, where the work is performed on a large scale by a large number of workers, so the management start thinking about how to design and manage work in order to enhance productivity and assist companies to achieve the maximum efficiency, [27]. [28] developed a model which he called a model of the basic characteristics of the job, highlighting the significance of particular job enrichment in terms of how it affects workers' motivation, Through it, they showed that for workers to be motivated they must feel three positive psychological situations, Specifically, they must recognize the importance of their work, feel responsible for it, and be aware of the outcomes of their efforts, They reported that five job enrichments contribute to workers' sense of these three needs, namely; the variety of skill, what the job is, what it means, and how to do it, all of which affect the sense of the meaning of work, while Autonomy affects the sense of responsibility for the job, and finally feedback affects employees' sense of knowledge of the outcome of their efforts. The model of Hackman & Oldham consists of five components which are; (1) Task Identity; which is defined as function performance from beginning to

end with precise results. (2) Task Significance; is how much a worker believes their work is significant, [29]. Researchers frequently emphasize that by considering how much a job affects others, performance can be increased, [30]. (3) Skill Variety; is the opportunity to perform diverse job activities using diverse skills, [31]. (4) Autonomy; where is defined as an employee's degree of flexibility in fulfilling job responsibilities, [32]. (5) Feedback; which is the degree to which a worker receives information from the job itself as an indicator of the effectiveness of his or her efforts, [33].

Employee retention is a set of moves designed to retain employees, which are implemented as soon as the employees are employed, [35]. Also, it is all the means and the sum of the decision-making behaviours that the organization is doing to retain its workforce, [34]. Some researchers set out a comprehensive concept to be defined as the employer's concerted efforts to create and sustain an environment that motivates staff to stick with the business by putting in place policies and procedures that meet their particular needs, [36].

Other studies indicated that organizations recently faced great challenges in recruitment and recruitment, so they must have adequate procedures for retaining employees, [37]. Therefore, one of the main concerns of many companies nowadays is retaining employees with the right and necessary skills, [38]. researchers argue that high turnover rates are evidence that the organization is poorly run, as it suggests that individuals are dissatisfied with their jobs, [39]. As Individuals who feel dissatisfied with their jobs begin to search for better alternatives and then compare these alternatives with their current jobs using the expected value criterion. They leave the latter if the former is judged better, [40]. Based on the strategic importance of employees and the cost of replacing those with high value, organizations have begun to focus on work turnover issues, [41]. They are looking for ways to improve their competitive edge as an excellent workplace while avoiding the apparent and hidden costs of high employee turnover, [42]. Based on the theory of social exchange, when one party receives favourable positive treatment, the other party becomes obligated to respond in kind, [43]. The view in favour of job rotation indicates that it is fair for the organization to inject new blood into the organization to avoid stagnation, as managers can control workforce costs, [39]. A degree of job rotation may be functional more than a dysfunctional dysfunction since it leads to the

departure of poor-performing employees and their replacement by more efficient employees, [44].

3 Methodology

3.1 Data Gathering and Sampling

The population of this research is composed of ten colleges located in Baghdad. To get the required sample size, it was used the equation ($N > 50 + 8m$), [45] to determine the minimal size of the sample which is (90) college members. Therefore, (358) questionnaires were distributed, and the number of returned questionnaires was (318) while the remaining were rejected as shown in table (1). The respondents' educational attainment has been distributed as Bachelor (40%), master (25%) and PhD (35%).

A questionnaire was used to collect data which consisted of four parts in the questionnaire. The sample's demographics were in the first part. The second part contained 40 questions focused on the job enrichment dimensions. The third part included 15 questions about QWL. The final part had 20 questions regarding employee retention.

Table 1. Distributed, returned questionnaires and response rates by colleges

Universities	Distributed	Returned	Response Rate
Al-Turath University	35	33	0.94
Al Rafidain University	29	25	0.86
Baghdad College	22	16	0.72
Dijlah University	36	34	0.94
Al-Isra University	65	60	0.92
Ashur University	20	15	0.75
The University of Mashreq	20	16	0.80
Al Mamoun University	34	30	0.88
Al-Farahidi University	32	28	0.88
Imam Ja'afar Al-Sadiq university	65	63	0.96
Total	358	318	0.88

3.2 Hypothesis Development

The research seeks to test the following hypotheses, represented by the research framework as shown in figure (1)

1. QWL has a significant impact on employee retention.
2. Job enrichment has a significant impact on employee retention.

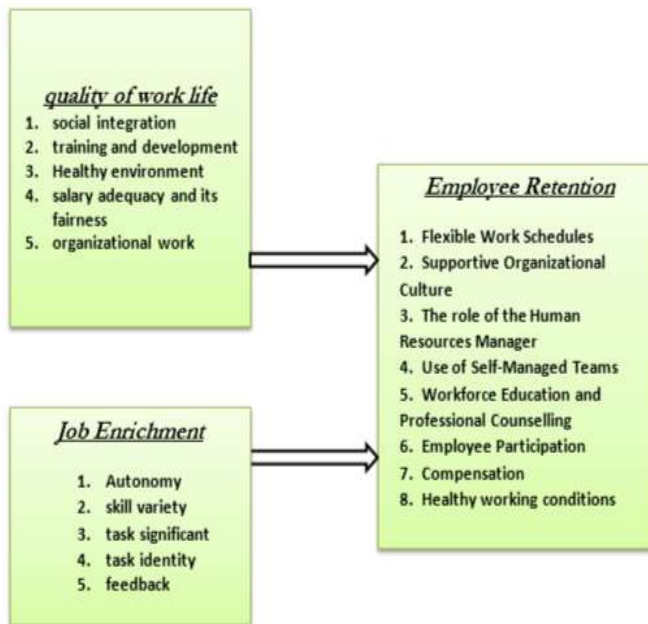


Fig. 1: Hypotheses Framework

4 Results

The measurement of the normality test is displayed in Table (2) since the values of Kurtosis and Skewness coefficients are close to zero, so the sample mean and standard deviation follow a normal distribution, [46]. In the evaluation of the scale's accuracy and compliance, the study relied on the convergent validity, stability, average variance extracted, composite reliability and Cronbach's Alpha measurement. As shown in table (3) the Cronbach alpha coefficient of the scales is between 0.70 and 0.78, and the AVEs of the constructs in this study are between 0.61 and 0.74. The scale composite reliability is greater than 0.80, [47]. Furthermore, the descriptive statistics presented in Table (4), as it shows the values of the weighted computational mean attributable to the research variables are greater than its standard counterpart and fall within a high category to confirm the strength of the agreement in the answers. It can be confirmed by standard deviation values, which show a high degree of homogeneity.

Table 2. Normality Test

QWL		Job enrichment		Employee retention	
Kurtosis	Skewness	Kurtosis	Skewness	Kurtosis	Skewness
0.41	-0.71	0.16	-0.61	-0.16	-0.43
-0.62	-0.42	-0.05	-0.47	-0.00	-0.48
0.57	-0.66	0.11	-0.61	0.21	-0.56
-0.30	-0.5	0.04	-0.52	-0.22	-0.44
-0.36	-0.49	-0.40	-0.43	-0.13	-0.59
-0.50	-0.45	-0.18	-0.46	-0.16	-0.55
0.29	-0.73	-0.38	-0.39	-.21	-0.41
-0.35	-0.46	-0.29	-0.58	-0.06	-0.52
-0.74	-0.35	-0.24	-0.49	0.11	-0.66
-0.34	-0.47	-0.84	-0.2	-0.15	-0.47
-0.13	-0.52	-0.15	-0.45	-0.63	-0.43
-0.09	-0.32	-0.14	-0.48	0.32	-0.66
-0.26	-0.39	-0.12	-0.64	0.06	-0.48
-0.05	-0.56	-0.16	-0.57	-0.11	-0.54
-0.32	-0.55	0.25	-0.62	0.27	-0.75
-0.86	-0.37	-0.14	-0.47	-0.20	-0.46
-0.11	-0.52	0.07	-0.60	The	-0.55
0.21	-0.64	---	---	---	---

Table 3. Reliability and stability test

	questions	Original Sample	Standard Deviation	T Statistics (O/STDEV)	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	
QWL	Q1 <- X1	0.82	0.02	35.74	0.78	0.79	0.87	0.69	
	Q2 <- X1	0.88	0.01	63.87					
	Q3 <- X1	0.79	0.02	30.09					
	W1 <- X2	W1 <- X2	0.84	0.02	41.22	0.80	0.80	0.88	0.71
		W2 <- X2	0.85	0.01	63.69				
		W3 <- X2	0.84	0.01	52.49				
	R1 <- X3	R1 <- X3	0.80	0.02	39.13	0.84	0.84	0.89	0.68
		R2 <- X3	0.85	0.01	54.40				
		R3 <- X3	0.84	0.02	38.77				
		R4 <- X3	0.78	0.02	28.80				
	A1 <- X4	A1 <- X4	0.80	0.02	35.44	0.84	0.84	0.88	0.61
		A2 <- X4	0.68	0.04	16.37				
		A3 <- X4	0.85	0.01	47.93				
		A4 <- X4	0.79	0.02	36.02				
		A5 <- X4	0.78	0.02	38.74				
S1 <- X5	S1 <- X5	0.79	0.03	25.89	0.76	0.76	0.86	0.68	
	S2 <- X5	0.87	0.01	67.24					
	S3 <- X5	0.80	0.02	37.36					
Job enrichment	D1 <- M1	0.74	0.02	27.10	0.81	0.81	0.86	0.56	
	D2 <- M1	0.76	0.03	25.47					
	D3 <- M1	0.78	0.02	30.97					
	D4 <- M1	0.74	0.03	20.97					
	D5 <- M1	0.73	0.03	21.80					
	G1 <- M2	G1 <- M2	0.88	0.01	58.72	0.82	0.82	0.89	0.74
		G2 <- M2	0.84	0.01	47.88				
		G3 <- M2	0.85	0.02	42.14				
	C1 <- M3	C1 <- M3	0.83	0.02	39.79	0.79	0.79	0.87	0.70
		C2 <- M3	0.85	0.01	51.95				
		C3 <- M3	0.83	0.01	43.49				
	B1 <- M4	B1 <- M4	0.84	0.01	47.85	0.82	0.82	0.89	0.73
		B2 <- M4	0.86	0.01	61.43				
		B3 <- M4	0.85	0.01	47.97				
	V1 <- M5	V1 <- M5	0.81	0.02	27.62	0.70	0.71	0.83	0.62
V2 <- M5		0.70	0.03	18.20					
V3 <- M5		0.84	0.01	47.11					
Employee retention	H1 <- Y1	0.80	0.02	32.24	0.82	0.82	0.88	0.65	
	H2 <- Y1	0.80	0.03	24.51					
	H3 <- Y1	0.82	0.02	38.53					
	H4 <- Y1	0.79	0.02	39.79					
	J1 <- Y2	J1 <- Y2	0.83	0.01	45.70	0.86	0.86	0.91	0.71
		J2 <- Y2	0.86	0.02	38.14				
		J3 <- Y2	0.85	0.01	47.22				
		J4 <- Y2	0.83	0.01	42.94				
	L1 <- Y3	L1 <- Y3	0.71	0.03	18.35	0.87	0.87	0.90	0.66
		L2 <- Y3	0.82	0.02	33.77				
		L3 <- Y3	0.86	0.01	54.63				
		L4 <- Y3	0.83	0.02	42.36				
		L5 <- Y3	0.84	0.02	38.88				
	P1 <- Y4	P1 <- Y4	0.76	0.03	21.08	0.82	0.82	0.88	0.65
		P2 <- Y4	0.82	0.02	34.54				
P3 <- Y4		0.82	0.01	46.26					
P4 <- Y4		0.82	0.02	40.56					

Table 4. Descriptive Statistical

Colleges dimensions	Imam Ja'afar Al-Sadiq university		Al-Farahidi University		Al Mamoun University College		The University of Mashreq		Ashur University College		Al-Isra University College		Dijlah University College		Baghdad College of Economic Sciences		Al Rafidain University College		Al-Turath University	
	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean
Social integration	0.78	3.54	0.69	4.04	0.77	4.05	0.73	4.16	1.09	3.51	0.60	4.11	0.56	3.71	0.57	4.08	0.69	3.89	0.63	4.71
Training and Development	0.703	3.525	0.986	3.881	0.796	4.167	0.793	4.250	0.898	3.800	0.633	4.172	0.601	3.559	0.619	3.958	0.793	3.787	0.845	3.929
Healthy Environment	0.683	3.381	0.642	4.080	0.679	4.183	0.729	4.328	0.930	3.900	0.592	4.100	0.619	3.500	0.668	3.766	0.836	3.720	0.847	3.841
Salary Adequacy and Fairness	0.642	3.397	0.600	4.043	0.664	3.973	0.670	4.163	0.889	3.760	0.642	4.043	0.587	3.482	0.759	3.725	0.829	3.776	0.814	3.855
Organizational Work	0.670	3.536	0.796	4.107	0.736	4.167	0.676	4.292	0.882	4.000	0.686	4.050	0.619	3.451	0.767	3.771	0.779	3.680	0.755	3.808
Autonomy	0.591	3.551	0.683	3.921	0.655	4.120	0.853	3.850	0.796	3.907	0.616	4.097	0.536	3.594	0.623	3.825	0.715	3.824	0.793	3.939
Skill Variety	0.773	3.328	0.728	4.143	0.646	4.322	0.627	4.250	0.689	4.178	0.629	4.128	0.662	3.461	0.631	3.625	0.809	3.560	0.843	3.758
Task Significance	0.722	3.421	0.827	4.060	0.921	4.078	0.698	3.958	0.575	4.200	0.642	4.061	0.613	3.451	0.704	3.688	0.805	3.667	0.886	3.717
Task Identity	0.821	3.459	0.766	4.202	0.583	4.300	0.812	4.250	0.589	4.378	0.661	4.206	0.626	3.520	0.729	3.875	0.701	3.667	0.929	3.697
The Feedback	0.703	3.339	0.840	3.952	0.801	3.956	0.694	3.583	0.785	3.800	0.718	3.978	0.569	3.588	0.584	4.000	0.745	3.733	0.880	3.727
Work-life Balance	0.699	3.377	0.863	4.036	0.730	4.008	0.698	4.063	0.693	4.150	0.724	4.058	0.529	3.515	0.514	3.672	0.631	3.680	0.616	3.712
Career Opportunities	0.775	3.353	0.773	4.089	0.960	3.933	0.438	4.375	0.588	4.083	0.783	4.063	0.558	3.441	0.566	3.688	0.755	3.570	0.836	3.765
Appreciation and Motivation	0.705	3.315	0.644	4.057	0.891	4.113	0.538	4.438	0.787	4.147	0.706	4.140	0.532	3.471	0.483	3.738	0.571	3.672	0.670	3.794
Remain with Organization	0.619	3.500	0.667	4.080	1.017	4.033	0.680	4.266	0.747	4.183	0.739	4.138	0.499	3.552	0.584	3.781	0.797	3.480	0.715	3.841

This study employed regression analysis to test the impact of QWL and job enrichment on employee retention as stated in the research framework. The results show that QWL and job enrichment have a positive impact on employee retention ($\beta=0.81$ & 0.86 , T-value $=36.53$ & 43.00 respectively) which support H1 and H2, also the findings indicate a good relationship, whereas the values of ($R^2=66\%$ and 75%), respectively. This indicates a goodness-of-fit of the model as shown in Table (5).

Table 5. The Regression Analysis Results

Independent Variables	β	T	impact	R^2	Q^2
QWL	0.81	36.53	1.96	0.66	0.35
Job enrichment	0.86	43.00	2.98	0.75	0.40

The dependent variable is Employee Retention

Furthermore, the aforementioned findings support the hypothesis that the sub-dimensions of QWL have a significant impact on employee retention, as shown in Table (6), five sub-dimensions of QWL; social integration, training and development, healthy environment, salary adequacy and its fairness, and organizational work were tested their impact on employee retention.

Table 6. The Regression Analysis Results of the sub-dimensions of QWL

	β	T	impact	R^2	Q^2
Social Integration	0.61	15.47	0.61	0.37	0.20
Training and Development	0.66	17.44	0.79	0.44	0.23
Healthy Environment	0.71	23.87	1.04	0.51	0.27
Salary Adequacy and its Fairness	0.76	36.39	1.41	0.58	0.31
Organizational Work	0.76	26.82	1.43	0.58	0.31

The dependent variable is Employee Retention

As a result, all the five sub-dimensions of QWL have a positive and significant impact on employee retention, and the model has predictive relevance, as the value of Q^2 is between 0.20 and 0.31, which are more than zero indicating that values are well reconstructed, [48].

The results show that two sub-dimensions; salary adequacy and its fairness, and organizational work have the highest impact on employee retention ($\beta=0.76$, T-value $=36.39$ and $\beta=0.76$, T-value $=26.82$, respectively). That might be attributed to the following points; firstly, the ability of a salary to meet an individual's needs, and that employees should be paid a salary that is commensurate with

their experience, qualifications, and the value they provide to their employer. This includes paying similar salaries to employees with similar qualifications and experience, as well as ensuring that salaries are adjusted for inflation and other market factors. Secondly, organizational work ensures that employees have access to the resources they need to be successful and that they have the opportunity to grow and develop in their roles, [49].

Regarding the impact of sub-dimensions of job enrichment on employee retention, this study implied regression analysis of five sub-dimensions of job enrichment; Autonomy, Skill Variety, Task Significant, and Feedback, the results are presented in Table (7). All sub-dimensions of job enrichment have a positive and significant impact on employee retention, and this model has predictive relevance, as the value of Q^2 is between 0.27 and 0.34, which are more than zero indicating that values are well reconstructed, [48]. The results show that Task identity has the highest impact on employee retention ($\beta=0.80$, T-value $=36.56$), these findings are in line with, [50] which refer that Task identity involves giving employees a sense of ownership over their work and allowing them to complete a task from start to finish, which can increase their feelings of satisfaction and engagement. Task identity also encourages problem-solving, creativity, and initiative, which can further motivate employees and lead to increased job satisfaction and retention. Although the lowest impact on employee retention was reported by Autonomy ($\beta=0.71$, T-value $=22.33$), but it is an important component of job enrichment because it allows employees to make decisions, take initiative, and be creative in their work. Autonomy also allows employees to take ownership of their work, which can result in increased job satisfaction, whereas it has a good relationship with employee retention ($R^2=51\%$).

Table 7. The Regression Analysis Results of the Job Enrichment's Sub-Dimensions

	β	T	impact	R^2	Q^2
Autonomy	0.71	22.335	1.07	0.51	0.27
Skill variety	0.77	33.034	1.53	0.60	0.32
Task significant	0.74	25.870	1.25	0.55	0.29
Task identity	0.80	36.566	1.79	0.64	0.34
Feedback	0.75	25.437	1.33	0.57	0.30

The dependent variable is Employee Retention

5 Discussion

The results of the research showed the interest of most of the colleges surveyed in the dimension of social integration, as there is interest in the role of the faculty members in solving the problems that the colleges suffer from and respect for their opinions, and this indicates that most of the senior leaders in the colleges surveyed realize that the main driver of the college is the teaching which guarantees its success, but at the same time, we find that social integration has some regression in the Assyrian College as a result of not giving the faculty members great freedom in the process of expressing his opinion or participating in addressing the problems that the college suffers from. The results also indicated that all the faculties studied had a real belief in the role of training and development in the positive reflection on the performance levels of the faculty members, as we find that most of the faculties have continuous training courses through which they seek to develop their skills to reflect this on the general levels of faculty members that will eventually lead to achieving the goals pursued by the colleges. The colleges investigated seek to provide a healthy work environment in which a culture of respect and appreciation prevails, with interest in the personal lives of faculty members, because of its effective and basic role in creating motivation towards work and making the work environment healthy and enjoyable for work. Salary levels and fairness in most of the colleges investigated were well and fairly in terms of the salary value compared to the surrounding environment and competing organizations, and we also find that some colleges were linking the size of the tasks at work with the value of the salary, and therefore the presence of these The equation will reflect positively on the QWL, as the workers' feeling of reassurance and a sense of justice will reflect positively on the QWL, but the researcher at the same time has found that there are negative effects that have affected the value of salaries in all the private colleges investigated, This negatively affected the QWL in these colleges. Autonomy in the process of defining the curriculum and the method of teaching, as the colleges surveyed realize that granting autonomy will give a good space for faculty members to creativity and innovation and use their skills in the way of delivering information to students and also contributes to job enrichment with percentages Good within the researched colleges. Researchers concluded that the tasks performed by the faculty members in the faculties investigated have a specific task identity, as all the faculties

investigated work on defining the tasks and roles that the faculty members perform from the beginning to the end and also give them some freedom in their implementation. The research showed that most of the colleges investigated have a good interest in the process of feedback, which gives the faculty members feedback on the levels of their work and whether he was good or not and how to correct the deviations that may exist during their work first-hand, and the researcher believes that the presence of these indicators effectively helps to Monitoring the performance levels of the two faculty members and achieving first-hand treatment to achieve job enrichment. The balance between the work environment and the daily personal life of the faculty members is somewhat balanced in most of the colleges investigated. The career path levels of most of the colleges studied were good, with interest in the promotion processes of faculty members to advance in ranks and academic benefits, which the more they advanced in, the more they contributed to receiving leadership positions within the college, and the researcher believes that the colleges have the more interest in Promoting the faculty members and facilitating his treatment of promotion whenever this contributes positively to achieving satisfaction and increasing the retention rate of employees for the longest possible period. The colleges investigated try from time to time to implement incentive measures for faculty members, but at the same time, they are not at the required level, because although most of the sample have the intention to stay and not to move to other colleges, this matter is not considered a positive thing. After all, the current circumstances have This trend was reflected as a result of the negative effects of the Corona pandemic, which contributed to the lack of offered jobs, especially for private colleges that adopted e-learning in most of their subjects, which often does not require a large number compared to attendance education. The colleges surveyed had good rates in the QWL within the colleges, with an interest in activating the basic dimensions that help improve the QWL, because of their effective and basic role in maintaining workers and contributing to achieving the goals of the college that it seeks to her. The colleges investigated for job enrichment, as most of those colleges seek to have job enrichment in which the faculty members exercise their duties independently through which they can create and innovate at work while defining the quality and basic work tasks so that there is no overlap in the powers or override them. The above results confirm that the studied colleges can increase the

effectiveness of employee retention when they give clear attention to the QWL and job enrichment, and this was confirmed by the results of the existence of an effect and a significant correlation of a relationship between the QWL and job enrichment in employee retention.

6 Conclusion

This research aimed to investigate the impact of sub-dimensions of both factors of QWL and job enrichment on employee retention. All sub-dimensions have a significant positive impact on employee retention. QWL initiatives such as providing job security and meaningful work, offering competitive wages and benefits, and providing job enrichment opportunities can all contribute to increased employee loyalty and satisfaction. When employees feel valued and respected, they are more likely to stay at the company, which in turn, can lead to improved organizational performance. Having a strong QWL program can also create a positive culture that attracts high-quality employees, further enhancing the organization's competitiveness. Therefore, it is important for organizations to consider implementing QWL initiatives and job enrichment to retain quality employees and improve their performance.

The study contributes to the body of knowledge by emphasizing on psychological determinants that may influence employees' decision to discontinue working at the organization. Those determinants were represented by the sub-dimensions of both factors of QWL and job enrichment.

This study advises to achieve social integration, the colleges must increase the effectiveness of this integration through continuous communication with the faculty staff and attention to their opinions and suggestions. To develop the levels of training and development within the researched colleges, there should be a specification of the training needs for each faculty member, and based on this need, the training courses are, that is, there is no random dispatch of faculty members, as is the case now in some departments by sending the employee who does not have work in the current period of the training course. To activate a healthy and effective work environment in which respect and appreciation prevail between senior management and faculty members, it is necessary to involve the faculty members in the decision-making process to increase their confidence and satisfaction. Participation will generate a sense in the employees of their importance and their position within the

college in the decision-making processes, which in turn will lead to strengthening the bridges of relationship and interaction between the senior management and the teaching staff. On the other hand, there should be high transparency by the senior management by presenting the results of the college or university council meeting for all scientific departments to keep them informed of the latest developments so that there is interaction and clarity by the teaching staff to understand the decisions issued by the senior management. It is necessary to develop a financial regulation that explains the mechanisms and method of calculating the salary and distributing it to the faculty members, and that this regulation is characterized by justice among all faculty members and without exceptions to achieve justice in that and also to be characterized by stability and non-change between the period. And another with the need for the value of the amount to be characterized by fairness in its calculation compared to the economic and social conditions in the country. For the creative energies of the faculty members to be properly invested when work is done within the specialization and skill that the faculty members possess, and also to contribute to reducing work pressures. The feedback process must be activated because of its effective role in correcting deviations in the overall performance of the faculties, and this is done by activating the process of feedback on the levels of student satisfaction with the educational process in general, provided that this is done every quarter, and the same is about the results of Evaluation of the two faculty members from the other side to evaluate the educational process in a holistic manner and from both sides to diagnose the overall situation of the university and to indicate the levels of progress and regression if it occurs. The necessity of paying attention to the career path of faculty members by developing a comprehensive plan that explains the position of each faculty member regarding promotion, when he should be promoted, and what are the requirements for that. To encourage and retain the teaching staff within the college, it is necessary to activate the incentive measures, such as allocating a financial or moral award allocated to the exemplary faculty members every month as a motivational measure for work and perseverance. Provided that they are by specific mechanisms and conditions that are agreed upon in advance and are distributed to the faculty members for review to achieve transparency and acceptance of these incentive measures.

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