



Impact of Job Satisfaction on Turnover Intention: A case of Private Schools

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ABSTRACT

This study was conducted to investigate the factors that contribute towards the turnover intention of teachers of private sector schools of Sargodha division. For this purpose several factors of satisfaction i.e. security, nature of work, working condition, colleagues (integration), principal, students, recognition, social status and promotion are considered because these are the main factors which increase or decrease the turnover intention of teachers. Data was collected through paper and pencil technique from various private schools of Sargodha division. Pearson correlation and zero order correlation were used to test the hypotheses. Only four factors i.e. principal, promotion, pay and working conditions were proved to have a strong negative relationship with turnover intention.

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Introduction

Work in today's organizations is characterized by increasing complexity, rapid change and increasingly competitive business environments (Cascio, 1998). Organizational loyalty is reported to be in decline as turnover rate increase, average job tenure falls and employees go "job shopping" (Neumark, 2001). Under these recent developments employee turnover has been viewed as an important organizational problem. The direct and indirect costs associated with turnover, not only in terms of recruitment and training, but also in terms of work disruption and demoralization of remaining employees are very significant and expensive.

In 1982, Schultz defined job satisfaction as "the psychological disposition of people towards their work – and this involves a collection of numerous attitudes or feelings". Thus job satisfaction or dissatisfaction depends on a large number of factors. Usually, job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude about work, or a negative attitude about work. Smith, Kendall, and Hulin (1969) define it as "the feelings the worker has about his job". These feelings were based on the individual's perceptions of the differences between what was expected as a fair return and what was actually experienced. Findings from the literature conclude that when results are compared across these various positions, there are similarities as well as differences in how people in the field of education perceive their job.

Turnover intention has been a substantial variable in relation to job satisfaction and actual turnover. According to Maetz & Campion (1998) turnover intentions leads to the actual turnover. Teachers with high levels of turnover intention are less likely to devote themselves to teaching because they are more likely to leave actually. Since the quality of education rests upon the quality of teaching, the reduction of the high turnover rate of the most competent and talented teachers must continue to be the primary concern in Pakistan.

Treasury of research is available on negative relationship between job satisfaction and turnover intention. There is a lack of research on relationship between job satisfaction and turnover intention in private sector schools in Pakistan. In Pakistan education has become the most profitable business these days. In most of the schools, teacher of private sector schools quit their schools without giving any prior notice to principal, which affects the students as well as the education system. Higher turnover rate compels the principal to spend a lot on advertising, selection and training of new employees. So it is worthwhile to conduct a research to investigate the factors that contribute to turnover intention of teachers. For achieving these objectives we investigated the level of job satisfaction – satisfaction with pay, satisfaction with security, satisfaction with nature of work, satisfaction with working conditions, satisfaction with colleagues, satisfaction with principal, satisfaction with students, satisfaction with promotion, satisfaction with recognition and satisfaction with social status – and then the impact thereof on turnover intention.

The rest of the part is organized as follows. Following on from this introduction, the next section provides a literature review and develops hypotheses. And that is followed by a discussion of the research methodology adopted in this study. The descriptive statistics of the variables used in this analysis are then presented, while the penultimate section provides results of the analysis and an explanatory discussion. The implications of findings are provided in the closing section.

Literature Review:

The relationship between job satisfaction and turnover is one of the most thoroughly investigated topics in the turnover literature. Job satisfaction has long been recognized as an important variable in explaining turnover intention. It is defined as the positive emotional response to a job situation resulting from attaining what the employee wants and values from the job (Lock et al, 1983; Olsen, 1993). Porter and Steers (1973) argued that the extent of employee job satisfaction reflected the cumulative level of "met worker expectations". That is, job

satisfaction is the extent of employee's expectation that their job will provide a mix of features (such as pay, promotion, or autonomy), and for which each employee has certain preferential. Busch et al., (1998) also pointed out that those who are relatively satisfied with their jobs would stay in them longer, i.e. reducing their personal turnover and such staff are likely to be less absent.

A very significant part of the turnover literature deals with the consequences, causes and correlates of employee turnover. The consequences of turnover for employees, work groups, organizations and society have been identified in the literature. For organizations, for example, the possible negative consequences of turnover include the cost of recruiting, hiring and training; out processing cost; disruption of social and communication structures; productivity loss; loss of high performers; and decreased satisfaction among stayers (Dramon, 1990; Brown, 1990). On the other hand, the possible consequences include displacement of poor performers; infusion of new knowledge and technology; opportunities for cost reduction and consolidation; stimulation of changes in policy and practice; and reduction of entrenched conflict (Werbel and Bedeian, 1989, Johnston and Futrell, 1989).

With respect to causes and correlates of employee turnover, Porter and Steers (1973) proposed four general categories of factors that affect turnover. They are organization-wide factors (e.g. pay and promotion), immediate work environment factors (e.g. supervisor and size of working unit), job related factors (e.g. job autonomy and role clarity) and personal factors (e.g. age and personality traits). Pettman (1975) suggested the following three categories: external factors (e.g. geographical location of the organization and state of the labour market), personal characteristics of employees (e.g. gender and skill level) and structural factors (e.g. pay structure and extent of centralization).

There has been much less agreement on the part of researchers as to what causes job satisfaction. Various theories on job satisfaction have been developed, presented and ultimately have been either supported or questioned by others in the field. A large number of qualified teachers abandon their teaching careers for reasons other than retirement (Ingersoll, 2001). According to Macdonald, (1999) teacher turnover may provide some positive outcomes such as the loss of incompetent teachers as well as contribute to distributional inequity of the quality of education service in some critical subjects (e.g. math and science) and regions (e.g. urban or rural districts). Furthermore, teacher turnover produces costs and disruption associated with recruiting, hiring and induction efforts (Boe, Bobbitt, Cook, Whitener & Weber, 1997; Shen, 1997).

Facing the problem of the high rate of teacher turnover, most of the schools tried to recruit and retain qualified teachers through policy interventions such as financial incentives, programs to improve working conditions and professional training programs.

Relationship between pay satisfaction and turnover intention has a great importance particularly in school setting because pay satisfaction can potentially have either positive or negative consequences. Negative consequences of pay satisfaction include turnover, absenteeism, willingness to strike and lower job performance (Heneman, 1985).

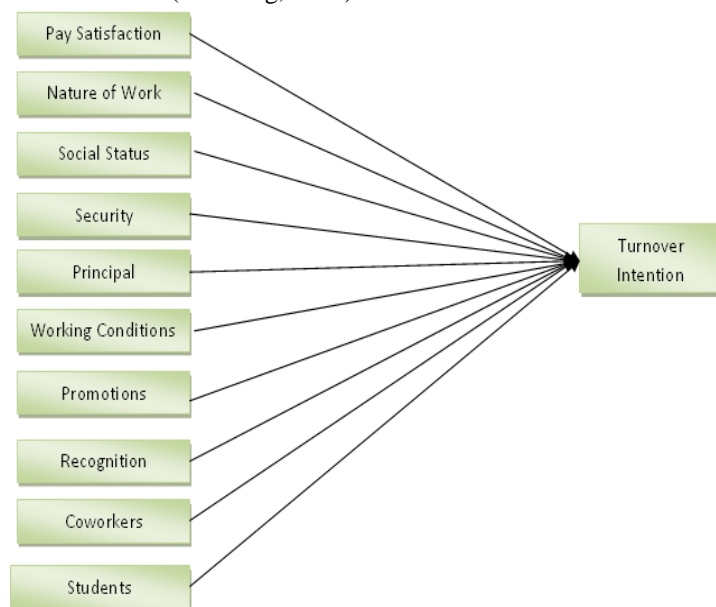
Conceptual and Theoretical framework:

Maslow (1954) theorized job satisfaction as a hierarchy of needs in which he categorized human needs into five orders. The lowest order consisted of the basic physiological needs such as

water, food and shelter. The second order consisted of physical and financial security. The third order considered of social needs which included belonging, love and acceptance of others. The fourth order consisted of self-esteem and recognition by peers. The fifth and highest order of needs consisted of self-actualization; which included self-development, autonomy and self-direction. According to Maslow, needs at one level had to be met before the next level could become a motivator.

In Hoppoc's (1935) study, he concluded that if the presence of a certain variable led to satisfaction, then its absence led to dissatisfaction. Thus, job satisfaction and job dissatisfaction shared the same continuum. Midway between satisfaction and dissatisfaction was a feeling of neutrality in which the individual was neither satisfied nor dissatisfied.

Herzberg (1959), in his study refuted the concept of a single continuum between the satisfiers and dissatisfies. He contended that job satisfiers were those aspects of work which were intrinsic to the employee and tended to promote feelings of happiness in work. The dissatisfiers were those aspects of work which were extrinsic and focused on the environment of the work. He further concluded that there probably were two continua present, one including those factors that caused satisfaction or lack of satisfaction, and a second which included factors that caused dissatisfaction or a condition of no dissatisfaction (Herzberg, 1959).



Hypotheses:

1. There is negative relationship between satisfaction with pay and turnover intention.
2. There is negative relationship between satisfaction with security and turnover intention.
3. There is negative relationship between satisfaction with social status and turnover intention.
4. There is negative relationship between satisfaction with nature of work and turnover intention.
5. There is negative relationship between satisfaction with supervision and turnover intention.
6. There is negative relationship between satisfaction with working condition and turnover intention.
7. There is negative relationship between satisfaction with promotion and turnover intention.
8. There is negative relationship between satisfaction with recognition and turnover intention.

9. There is negative relationship between satisfaction with students and turnover intention.

10. There is negative relationship between satisfaction with integration and turnover intention.

Methodology:

Participants and Data collection

This study is conducted in the education Sector; various private institutions were involved to the purpose for the collection of data. All the responders were conveniently involved by whole – hearted. All our targeted population was free and frank to us in the process to the collection of data. The private education institutions were basic target and we found a lot of experiences and dynamic results from this sector.

We used the Paper – and – Pencil Technique to collect the data for the study and their analysis. We distributed 250 questionnaires in various educational institutions in our target audience, but the 201 questionnaires were returned back and 21 questionnaires were unsatisfactory for the analysis due to response biasness. We got the effective response rate as 71.6%. This study is based on the 179 questionnaires. We have used 6 different demographics and 31 questions as measuring scale to understand the behavior of our respondents. The brief summaries of demographic variables are as under:

Table 1:

Demographic	Respondents	Total	Percentage
Gender	Male	77	43%
	Female	102	57%
Employee As	Permanent	72	40.2%
	Contract	107	59.8%
Estimated Age	21 – 25 years	85	47.5%
	26 – 30 years	47	26.3%
	31 – 35 years	19	10.6%
	36 – 40 years	17	9.5%
	41 or above	11	6.1%
Experience	Fresh – 2 years	91	50.8%
	3 – 5 years	53	29.6%
	More than 5 years	35	19.1
Marital Status	Married	42	23.5%
	Single	137	76.5%

Instrument:

The Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, English, and Lofquist (1967) to measure the individual's satisfaction with twenty different aspects of the work environment and is the second most popular measure of job satisfaction. The MSQ is based on the following rationale: a) employees have a set of expectations concerning their work environments that are derived from their histories, individual abilities and interests; b) employees have a set of work attitudes that emerge from the fulfillment of those expectations, and c) these attitudes make up employees' evaluation of their work environment or job satisfaction.

The MSQ is available in both a long form and a short form. The long form contains 100 items which measure twenty job facets and the responses can be converted to respondent's satisfaction on each or the facets. The short form uses the same response format but contains twenty items and only measure intrinsic and extrinsic satisfaction. Both forms can be used to report a measure of general job satisfaction.

Results:

We used Pearson correlation and zero order correlation to test the hypotheses. The results supported only four hypotheses. The first hypothesis i.e. there is statistically negative relationship between pay and turnover intention was strongly supported by the results (-0.243 at $p = 0.000$). Similarly

hypothesis that is consistent with our results is that promotion and turnover intention are negatively correlated (-0.234 at $p = 0.000$). Next hypothesis that satisfaction with principal and turnover intention have negative relation are also confirmed by our results (-0.432 at $p = 0.000$). Last hypothesis that is confirmed by our study is that working conditions and turnover intention are negatively correlated (-0.187 at $p = 0.001$).

Only four hypotheses were investigated to contribute to turnover intention or private sector schools' teachers of Sargodha Division. The remaining hypotheses were not supported because of their p value greater than 0.01. So they were rejected and we can say that in Sargodha division only four factors i.e. pay, promotion, principal and working conditions are key contributors in turnover intention of teachers.

Table 2:

Mean and Standard Deviation of Sample

	Mean	Std. Deviation
Pay	2.9851	0.06732
Nature of Work	2.0978	0.05887
Social Status	2.4916	0.08218
Security	3.3799	0.22508
Principle	2.3073	0.23643
Working Conditions	2.3669	0.08179
Promotion	3.3240	0.15749
Recognition	2.5233	0.09667
Co-Worker	2.3156	0.15630
Students	2.0899	0.05834
Turnover Intention	2.6201	0.07408

Table 3:

Pearson Correlation between determinants of Job Satisfaction and Turnover Intention

	Turnover Intention	
	Pearson	Sig (2 tailed)
Pay	-0.343*	0.000
Nature of Work	0.087	0.616
Social Status	-0.035	0.698
Security	0.065	0.389
Principle	-0.423*	0.000
Working Conditions	-0.387*	0.001
Promotion	-0.434*	0.000
Recognition	-0.050	0.453
Students	-0.054	0.785

*Correlation is significant at the 0.001 level (2-tailed)

Table 4: Zero Order Correlation

Sr. #		Pay	Sec	SS	NoW	Prin	WC	Prom	Recog	Stu	Integ	TI
1	Pay	1.00										
2	Sec	.029	1.00									
3	SS	.213	.112	1.00								
4	NoW	-.012	-.031	.122	1.00							
5	Prin	.0313*	.219	.133	.098	1.00						
6	WC	.0512*	.0781	.156	.0198	.097	1.00					
7	Prom	.474*	.355*	.0781	.219	-.02	.012	1.00				
8	Recog	.091	.056	-.045	.091	.032	.011	-.025	1.00			
9	Stu	-.055	.098	.012	.075	-.03	.086	.043	.041	1.00		
10	Integ	.066	-.244	.003	.021	-.06	.056	.0952	.064	.037	1.00	
11	TI	-.34*	.065	-.035	.087	-.42*	.38*	-.43*	-.050	.054	.087	1.00

*Correlation is significant at the 0.001 level (2-tailed)

1. Pay
2. Security
3. Social status
4. Nature of work
5. Principal
6. Working condition
7. Promotion
8. Recognition
9. Student
10. Coworkers (integration)
11. Turnover intention

Conclusion:

The above findings suggest that satisfaction with nature of work, satisfaction with social status, satisfaction with recognition, satisfaction with students and satisfaction with integration are unimportant for employees and they do not consider it a factor for their turnover. Only four factor i.e. pay, promotion, principal and working conditions are key contributors in turnover intention of teachers. The owners or principles of these schools can motivated their teachers with greater pay, better attitude, through promotion and providing them better working conditions and in this way they decrease their turnover intention.

Limitations and further suggestions:

Several limitations of this study must be acknowledged. This study is cross sectional and co-relational in nature while generalizability of this study is very broad and should be conducted in form of longitudinal and more statistical tests should be applied for more concrete analysis. Time is also a major limitation of this study. Employee's participative behavior, culture, switching cost and its impact on employees' turnover intention is the future directions for scholars to explore this relationship.

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