

Impact of Job Satisfaction on Turnover Intention: An Empirical Evidence

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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 district Charsadda. For the achievement of this objective ten factors – satisfaction with pay, satisfaction with security, satisfaction with nature of work, satisfaction with working condition, satisfaction with colleagues (integration), satisfaction with principal (supervision), satisfaction with students, satisfaction with promotion, satisfaction with recognition and satisfaction with social status- were considered to have an important bearing on the turnover intention. Data was collected through schedule from 10 private sector schools of district Charsadda. Pearson correlation and zero order correlation were used to test the hypotheses. Out of these ten factors only three – satisfaction with pay, satisfaction with security and satisfaction with promotion- were proved to have a strong negative relationship with turnover intention with -0.472, -0.385 and -0.374 at $p \leq .001$ respectively.

Introduction

Treasury of research is available on negative relationship between job satisfaction and turnover intention.¹ There is a paucity of research on the relationship between job satisfaction and turnover intention in private sector schools in Pakistan. What factors engender turnover intention in private sector schools of district Charsadda are not known. In district Charsadda, teachers of private sector schools quit their schools without

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giving any prior notice to the principal. So it becomes very difficult to hire a good teacher within a few days. Therefore students suffer. The annual average turnover rate of private sector schools is approximately 88.5% which has very disastrous effects on the schools' efficiency. Higher turnover rate compels the principal to spend a lot on advertising, selection and training of new employees. So it is indispensable to conduct a research to investigate the factors that contribute to turnover intention of teachers. For achieving this objective 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.

Methodology

Data was collected through schedule that contained questions about satisfaction with pay, security, social status, nature of work, supervision, working conditions, promotion, recognition, students, integration and turnover intention from 10 private sector schools – 4.08% of total 245 schools- of district Charsadda.

We included Al-Falah Public High School, New Islamia Public High School, Al-Nasr Public High School, Al-Karim Public High School, Al-Rahim Public High School, New Muslim Public High School, The Islamia Public High School, Quaid Public High School, Millat Public High School and The Progressor's Academy in our study.

We used Minnesota Satisfaction Questionnaire for satisfaction with security, working condition, recognition, integration and promotion, Questionnaire from the Michigan Organizational Assessment

Questionnaire² for intention to leave and questionnaire used by Wong ting-hong for satisfaction with pay, principal, students, social status and nature of work (see appendix).

We used zero order correlation and Pearson correlation to test the hypotheses. We used 5-point likert scale- 5 for extremely satisfied or strongly agree, 4 for satisfied or agree, 3 for neither satisfied nor dissatisfied or neither agree nor disagree, 2 for dissatisfied or disagree and 1 for extremely dissatisfied or strongly disagree (see appendix).

In this study turnover intention is dependent variable and pay, security, social status, nature of work, supervision, working condition, promotion, recognition, students, integration are independent variables (see appendix)

Hypotheses

1. There is statistically negative relationship between satisfaction with pay and Turnover Intention.
2. There is statistically negative relationship between satisfaction with security and Turnover Intention.
3. There is statistically negative relationship between satisfaction with social status and Turnover Intention.
4. There is statistically negative relationship between satisfaction with nature of work and Turnover Intention.
5. There is statistically negative relationship between satisfaction with supervision and Turnover Intention.
6. There is statistically negative relationship between satisfaction with working condition and Turnover Intention.
7. There is statistically negative relationship between satisfaction with promotion and Turnover Intention.

8. There is statistically negative relationship between satisfaction with recognition and Turnover Intention.
9. There is statistically negative relationship between satisfaction with students and Turnover Intention.
10. There is statistically negative relationship between satisfaction with integration and Turnover Intention.

Literature Review

Some of the previous studies have supported a negative relationship between pay and turnover intention and some studies a positive or no relationship between these two variables. "Pay produces a highly significant Meta analysis, with 29 of 32 data sets, finding negative relationship between pay and turnover"³. According to Joseph Wu Keung-Fai, "taking 1.5 as the "neutral point,"⁴ teachers, were neither satisfied nor dissatisfied with their pay received ($M = 1.48$). Satisfaction is negatively related to turnover.⁵ Another researcher concluded that "quit rates were negatively related to pay level and even more so, to the size of the bonus offered".⁶ A negative relationship was also investigated between pay and turnover intention.⁷ Hian Chye Koh and Chye Tee Goh investigated that satisfaction with financial rewards and turnover intention was negatively associated with each other.⁸ Successively higher amount of income will likely produce successively higher amount of job satisfaction.⁹ Successively higher amount of income will likely produce successively higher amount of job satisfaction.¹⁰ "The most frequently cited reasons for leaving (current institution and academia altogether) were..., followed by poor salary,...".¹¹ Krau investigated a positive relationship between pay and turnover. We consider that pay is the main determinant of turnover intention.¹²

“Satisfaction with job nature of teaching was the second predictor of turnover intention”.¹³ Hian Chye Koh and Chye Tee Goh investigated that satisfaction with the nature of work and turnover intention was negatively associated with each other.¹⁴ We consider that nature of work is also one of the determinants of turnover intention. According to Joseph Wu Keung-Fai, "taking 1.5 as the "neutral point," teachers, were neither satisfied nor dissatisfied with their work received ($M = 1.44$).¹⁵ Satisfaction is negatively related to turnover (Griffeth, Hom and Gaertner 2000).¹⁶ "The most frequently cited reasons for leaving (current institution and academia altogether) were excessive workload...”¹⁷

Hian Chye Koh and Chye Tee Goh investigated that satisfaction with career future and turnover intention was negatively associated with each other.¹⁸ Dissatisfaction with the promotional opportunities was significantly related to intention to change school.¹⁹ Magid Igbaria and Tor Guimaraes also said that satisfaction with promotion and turnover intention are negatively related with each other.²⁰ Cotton and Tuttle also found that ..., satisfaction ..., satisfaction with promotion and ... also have shown reliable findings, although at a slightly lower level.²¹ Successively higher amount of promotion opportunity will likely produce successively higher amount of job satisfaction (Jams L. Price and Charles W. Mueller).²² According to Joseph Wu Keung-Fai, "taking 1.5 as the "neutral point," teachers ... were very dissatisfied with their opportunities for promotions ($M = 0.88$).²³ Satisfaction is negatively related to turnover.²⁴

Dissatisfaction with the school principal was significantly related to intention to change school.²⁵ Magid Igbaria and Tor Guimaraes found that employees tended to be happier with their supervisors.²⁶ So a

negative relationship was not developed between turnover intention and supervision. Overall job satisfactions ..., satisfaction with supervision, and ... also produce highly significant Meta analysis ($p < 0.0005$) indicating that these are negatively related to turnover.²⁷ According to Joseph Wu Keung-Fai, taking 1.5 as the "neutral point," teachers, were quite satisfied with the supervision received ($M = 1.74$).²⁸ Satisfaction is negatively related to turnover.²⁹ "The most frequently cited reasons for leaving (current institution and academia altogether) were ..., followed by ..., relationships with school or college administration ...".³⁰

Teachers' satisfaction with social prestige was the most powerful predictor of their desire to leave teaching.³¹

According to Joseph Wu Keung-Fai (1996), "taking 1.5 as the "neutral point," teachers were quite satisfied with their colleagues received ($M = 1.75$). Satisfaction is negatively related to turnover."³²

Teachers were satisfied with working conditions and students of their schools. Therefore they have no intention to quit their schools.³³

Results

We used Pearson correlation and zero order correlation to test the hypotheses. The results supported only three of the hypotheses out of ten. The first hypothesis that is there is statistically negative relationship between pay and turnover intention was strongly supported by the results (-0.472 at $p \leq .001$) (table 3, 4). Similarly hypotheses two and seven were also strongly supported by the results -0.385 at $p \leq .001$ and -0.374 at $p \leq .001$ respectively. So the following hypotheses were strongly confirmed.

- There is statistically negative relationship between Pay and Turnover Intention.

- There is statistically negative relationship between security and Turnover Intention.
- There is statistically negative relationship between promotion and Turnover Intention.

Only three of the ten factors were investigated to contribute to the turnover intention of private sector schools' teachers of district Charsadda. The remaining hypotheses (hypotheses 3, 4, 5, 6, 8, 9, 10) were not supported at $p \leq .001$. So they were rejected.

Conclusion

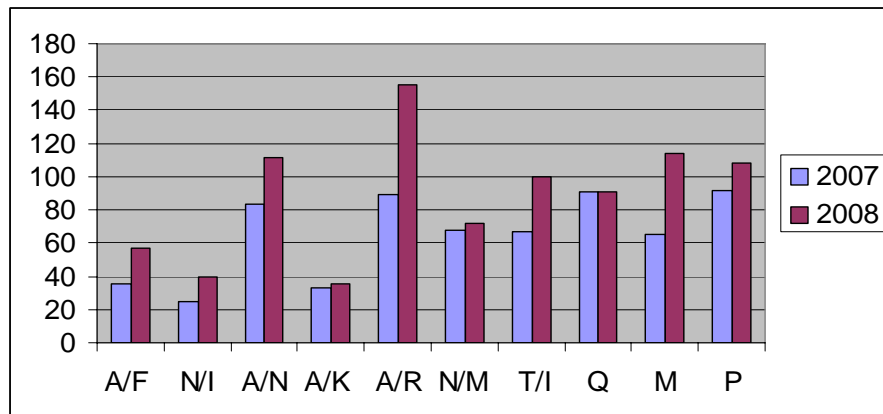
The above findings suggest that satisfaction with nature of work, satisfaction with social status, satisfaction with supervision, satisfaction with working condition, satisfaction with recognition, satisfaction with students and satisfaction with integration are unimportant for employee turnover of private sector schools of Charsadda. Only three factors that are pay, security and promotion were found to influence teachers' turnover intention of private sector schools of Charsadda. The principals of these schools are enjoined to increase their school teachers' pay, secure their jobs and provide them with promotion opportunities to surmount turnover problem.

Table 1

AVERAGE ANNUAL EMPLOYEE TURNOVER RATE OF SAMPLE

SCHOOLS	% (2007)	% (1 ST 2 QUARTERS OF 2008)
Al-Falah Public High School	35.71	57.14
New Islamia Public High School,	25	40
Al-Nasr Public High School,	83.33	111.11
Al-Karim Public High School,	33.11	35.55
Al-Rahim Public High School,	88.88	155.55
New Muslim Public High School,	68	72
The Islamia Public High School,	66.66	100
Quaid Public High School,	90.91	90.91
Millat Public High School	65	114.28
The Progressor's Academy	91.67	108.33

AVERAGE ANNUAL EMPLOYEE TURNOVER RATE OF SAMPLE



A/F for Al-Falah Public High School, N/I for New Islamia Public High School, A/N for Al-Nasr Public High School, A/K for Al-Karim Public High School, A/R for Al-Rahim Public High School, N/M for New Muslim Public High School, T/I for The Islamia Public High School, Q for Quaid Public High School, M for Millat Public High School, P for The Progressor's Academy

Table 2

MEAN AND STANDARD DEVIATION OF SAMPLE

	Mean	Std. Deviation
Pay	1.1653	.47259
Security	1.3600	.65869
Social status	4.3440	.86233
Nature of work	4.7340	.27080
Supervision	4.2760	.67638
Working condition	4.3920	.62082
Promotion	1.3200	.65501
Recognition	4.8160	.42850
Students	4.5947	.38471
Integration	4.7360	.48183
Turnover intention	4.8933	.29814

Table 3

PEARSON CORRELATION BETWEEN DETERMINANTS OF JOB SATISFACTION AND TURNOVER INTENTION

	Turnover Intention	
	Pearson	Sig(2 tailed)
Pay	-0.472*	.000
Security	-0.385*	.000
Social Status	-0.149	.097
Nature of Work	0.045	.616
Supervision	-0.099	.270
Working Condition	-0.164	.067
Promotion	-0.374*	.000
Recognition	-0.050	.582
Students	-0.021	.819
Integration	-0.095	.294

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

Table 4
Zero Order Correlation

		1	2	3	4	5	6	7	8	9	10	11
1	Pay	1.00										
2	Security	.623*	1.00									
3	Social status	.117	.114	1.00								
4	Nature of work	.016	-.035	.119	1.00							
5	Supervision	.041	.205	.071	.068	1.00						
6	Working condition	.071	.086	.168	.014	.096	1.00					
7	Promotion	.479*	.441*	.089	.063	.090	.145	1.00				
8	Recognition	.019	.051	-.02	.027	.024	.091	-.02	1.00			
9	Students	-.057	.087	.181	.079	-.02	-.01	.039	.196	1.00		
10	Integration	.099	-.028	.123	.137	.009	.106	.040	.114	.230	1.00	
11	Turnover intention	-.47*	-.38*	-.15	.045	-.09	-.16	-.3*	-.05	-.02	-.09	1.00

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

- | | | |
|-------------------|------------------------|----------------------|
| 1. Pay | 2. Security | 3. Social status |
| 4. Nature of work | 5. Supervision | 6. Working condition |
| 7. Promotion | 8. Recognition | 9. Students |
| 10. Integration | 11. Turnover intention | |

Appendix

Pay (independent variable)

1. My present salary
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
2. Teaching is a well paid occupation
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
3. I can lead a comfortable life with the salary I get from teaching
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Nature of work (independent variable)

4. I always enjoy preparing lessons.
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Dissagree
5. I always enjoy giving lessons
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Dissagree
6. I always enjoy correcting students' homework
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Dissagree
7. I am able to endure the pressure of teaching
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Social status (independent variable)

8. In Charsadda the social status of teachers is quite high
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
9. In Charsadda, teachers are respected
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
10. I am proud of being a teacher
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Security (independent variable)

11. My job security
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
12. My present job provides me a secure future
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied

Principal (independent variable)

13. my school principal is a nice person
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
14. My school principal always consults teachers when formulating school which may affect teaching.
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Turnover intention (dependent variable)

15. I probably look for a new job in the next year.
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
16. I often think about quitting
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
17. I will likely actively look for a new job in the next year.
☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Working condition (independent variable)

18. the working conditions on this job
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
19. the physical surroundings where I work
☐Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied

20. The working conditions.
- ☐ Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied

Promotion (independent variable)

21. My chances for advancement
- ☐ Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
22. the chances of getting a head on this job
- ☐ Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied
23. the opportunities for advancement on this job
- ☐ Extremely Satisfied ☐ Satisfied ☐ Neither Satisfied Nor Dissatisfied
☐ Dissatisfied ☐ Extremely Dissatisfied

Recognition (independent variable)

24. I get full credit for the work I do
- ☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
25. I am noticed when I do a good job
- ☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
26. I get praise for doing a good job
- ☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Coworkers (independent variable)

27. I can easily make a close friendship with other teachers of this school.
- ☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree
28. When my colleagues give opinions on my job, their manner is proper
- ☐ Strongly Agree ☐ Agree ☐ Neither Agree Nor Disagree
☐ Disagree ☐ Strongly Disagree

Students (independent variable)

29. Most of my students are eager to learn

- | | | | | | |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | Strongly Agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Neither Agree Nor Disagree |
| <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly Disagree | | |
30. Most of my students respect the teachers
- | | | | | | |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | Strongly Agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Neither Agree Nor Disagree |
| <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly Disagree | | |
31. Most of my students are well behaved
- | | | | | | |
|--------------------------|----------------|--------------------------|-------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | Strongly Agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Neither Agree Nor Disagree |
| <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly Disagree | | |

End Notes

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