Impact of Job Satisfaction on Turnover Intention: An Empirical Evidence

Nazim Ali*, Qadar Bakhsh Baloch**

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<=. 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 used Minnesota Satisfaction Questionnaire for satisfaction with security, working condition, recognition, integration and promotion, Questionnaire from the Michigan Organizational Assessment
Questionnaire 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". Hian Chye Koh and Chye Tee Goh investigated that satisfaction with the nature of work and turnover intention was negatively associated with each other. 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). Satisfaction is negatively related to turnover (Griffeth, Hom and Gaertner 2000). "The most frequently cited reasons for leaving (current institution and academia altogether) were excessive workload..."

Hian Chye Koh and Chye Tee Goh investigated that satisfaction with career future and turnover intention was negatively associated with each other. Dissatisfaction with the promotional opportunities was significantly related to intention to change school. Magid Igbaria and Tor Guimaraes also said that satisfaction with promotion and turnover intention are negatively related with each other. Cotton and Tuttle also found that ..., satisfaction ..., satisfaction with promotion and ... also have shown reliable findings, although at a slightly lower level. Successively higher amount of promotion opportunity will likely produce successively higher amount of job satisfaction (Jams L. Price and Charles W. Mueller). 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)". Satisfaction is negatively related to turnover.

Dissatisfaction with the school principal was significantly related to intention to change school. Magid Igbaria and Tor Guimaraes found that employees tended to be happier with their supervisors. 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<=.001) (table 3, 4). Similarly hypotheses two and seven were also strongly supported by the results -0.385 at p<=.001 and -0.374 at p<=.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

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

Table 2

MEAN AND STANDARD DEVIATION OF SAMPLE

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

Table 3

PEARSON CORRELATION BETWEEN DETERMINANTS OF JOB SATISFACTION AND TURNOVER INTENTION

<table>
<thead>
<tr>
<th></th>
<th>Turnover Intention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson</td>
</tr>
<tr>
<td>Pay</td>
<td>-0.472*</td>
</tr>
<tr>
<td>Security</td>
<td>-0.385*</td>
</tr>
<tr>
<td>Social Status</td>
<td>-0.149</td>
</tr>
<tr>
<td>Nature of Work</td>
<td>0.045</td>
</tr>
<tr>
<td>Supervision</td>
<td>-0.099</td>
</tr>
<tr>
<td>Working Condition</td>
<td>-0.164</td>
</tr>
<tr>
<td>Promotion</td>
<td>-0.374*</td>
</tr>
<tr>
<td>Recognition</td>
<td>-0.050</td>
</tr>
<tr>
<td>Students</td>
<td>-0.021</td>
</tr>
<tr>
<td>Integration</td>
<td>-0.095</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.001 level (2-tailed).
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Table 4
Zero Order Correlation

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pay</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Security</td>
<td>0.623*</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Social status</td>
<td>0.117</td>
<td>0.114</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Nature of work</td>
<td>0.016</td>
<td>-0.035</td>
<td>0.119</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Supervision</td>
<td>0.041</td>
<td>0.205</td>
<td>0.071</td>
<td>0.068</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Working condition</td>
<td>0.071</td>
<td>0.086</td>
<td>0.168</td>
<td>0.014</td>
<td>0.096</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Promotion</td>
<td>0.479*</td>
<td>0.441*</td>
<td>0.089</td>
<td>0.063</td>
<td>0.090</td>
<td>0.145</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Recognition</td>
<td>0.019</td>
<td>0.051</td>
<td>-0.02</td>
<td>0.027</td>
<td>0.024</td>
<td>0.091</td>
<td>-0.02</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Students</td>
<td>-0.057</td>
<td>0.087</td>
<td>0.181</td>
<td>0.079</td>
<td>-0.02</td>
<td>-0.01</td>
<td>0.039</td>
<td>0.196</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Integration</td>
<td>0.099</td>
<td>-0.028</td>
<td>0.123</td>
<td>0.137</td>
<td>0.009</td>
<td>0.106</td>
<td>0.040</td>
<td>0.114</td>
<td>0.230</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>11 Turnover intention</td>
<td>-0.47*</td>
<td>-0.38*</td>
<td>-0.15</td>
<td>0.045</td>
<td>-0.09</td>
<td>-0.16</td>
<td>-0.3*</td>
<td>-0.05</td>
<td>-0.02</td>
<td>-0.09</td>
<td>1.00</td>
</tr>
</tbody>
</table>

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

10. Integration          11. Turnover intention
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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 Disagree

5. I always enjoy giving lessons
   - Strongly Agree
   - Agree
   - Neither Agree Nor Disagree
   - Disagree
   - Strongly Disagree

6. I always enjoy correcting students' homework
   - Strongly Agree
   - Agree
   - Neither Agree Nor Disagree
   - Disagree
   - Strongly Disagree

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
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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
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30. Most of my students respect the teachers

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

31. Most of my students are well behaved

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree
End Notes


10 Ibid;


13 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”, CUHK Education Journal, vol.17 No.2 p. 182

14 H.C. Koh and C.T. Goh “An analysis of the factors affecting the turnover intention of non managerial clerical staff: A Singapore study”

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17 Mark H. Conklin and Shane P. Desselle, “Job Turnover Intentions Among Pharmacy Faculty American”

18 H.C. Koh and C.T. Goh “An analysis of the factors affecting the turnover intention of non managerial clerical staff: A Singapore study”

19 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”, p. 182


21 John L. Cotton and Jeffrey M Tuttle, “Employee Turnover: A Meta analysis and review with implications for research”, p. 60


23 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”


25 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”, p.182

26 Igbaria Magid and Guimaraes Tor, “Exploring differences in employee turnover intentions and its determinants among telecommuters and non-telecommuters”,

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28 Joseph W K F, “Job satisfaction of Hong Kong Secondary School Teachers”, Education Journal,


30 Mark H. Conklin and Shane P. Desselle, “Job Turnover Intentions Among Pharmacy Faculty American”

31 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”, p.182


33 Wong ting-hong, “the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”
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