



Impact of Job Satisfaction on Employee Turnover Intents: Evidence from Private Universities in Karachi, Pakistan

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ABSTRACT

Turnover is one of the core issues faced by almost every industry worldwide. Likewise, the education industry also faced the same issue as to any other industry, and, more specifically, private universities in Karachi, Pakistan faced the same problem. This study aims to identify whether job satisfaction has any effect on the faculty members' turnover intentions in various private universities. A sample of 200 faculty members had taken from private universities who filled out the questionnaires. Statistical technique Pearson's Regression and Correlation applied to responses and found that sub-variables in job satisfaction (workload, promotion, coworker support, compensation, student behavior, and time flexibility) have a massive impact on turnover intentions.

Keywords: Turnover intentions, Education industry, Student behavior, Promotion, Job satisfaction, Time flexibility, Compensation, Workload.

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1. INTRODUCTION

1.1. Background

Sustainability of firms is a key issue today (Khan, Ghayas, and Kashif, 2019). Besides, researchers have suggested that happy and satisfied employees are important for creating a sustainable competitive edge (Ghayas and Hussain, 2015). Researchers have therefore begun to study the antecedents (Zahra, Irum, Mir, and Chisti, 2013; Zaidi, Ghayas, and Durrani, 2019) and the consequences of job satisfaction (Ghayas and Khan, 2019). In this regard, job satisfaction is positively associated with positive work outcomes such as organizational commitment (Imran, Allil, and Mahmoud, 2017; Ghayas, 2015) and negatively associated with negative outcomes such as turnover intention (Ćulibrk, Delić, Mitrović, and Ćulibrk, 2018).

The increasing turnover intentions of employees are a chaotic problem for most of the organization. Best-performing employees are looking for new opportunities in the market where they are better off in every aspect of their work in Karachi's private universities. Researchers are working to identify ways in which they can retain their best performers. Most of them have concluded that job satisfaction is a key aspect of retaining any

employee (Idrees, 2016). Researchers spend a lot of time finding ways to satisfy their employees in the teaching sector (Durrani, 2019).

Satisfying the best staff is the key to running a private university smoothly. Every year, competition is increasing rapidly in the current market. New universities are taking place on the market, and so are international universities through the online medium, which is why retaining the best lecturer would be a key to competing in this market and creating a sustainable competitive edge. For many years, researchers have been exasperating about the importance of managing human assets. For many years, researchers have been exasperating about the importance of managing human assets. Enhancing technology is believed to be a key factor to retain in this highly competitive market. Researchers have argued, however, that the competitor can easily adapt the same technology eventually, but human assets are the only resource a firm has that cannot be adopted by the competitor (Akhbar, 2010).

1.2. Problem Statement

The turnover problem is growing rapidly in Karachi's private universities. Factors of job satisfaction could have a positive impact on the performance of employees in the university context. The lecturers are the main staff representing the university, the satisfied staff found to be more efficient and productive (Husain, Siddique, Ali, Ali, & Akbar, 2015). The same is true of the universities, where the lecturers are satisfied; they will play a better role in the classroom and deliver the lectures more effectively than they do when they are satisfied. As a result, students will get better exposure in the classroom and learn a lot better about concepts and topics. This research aims to highlight some of the key factors that have an impact on the employee's level of satisfaction. When better-performing staff (lecturers) leave the organization (university), it affects the quality of the lectures given by the university, which will eventually influence their ranking in private universities, thus making it less attractive for students and industry to hire students to work from those universities. It would also increase their cost of hiring new, better lecturers. In Private Universities, the key activity of building core competencies in the market is the performance of teachers, if they are not satisfied then they would not be able to deliver the lecture effectively, thus having an impact on student outcomes. Imami, Rathore, and Khan (2017) concisely suggest that it will not only affect an effective employee (lecturer) who has left the job but also on students and the university when an effective worker feels less satisfied.

2. REVIEW OF LITERATURE

Ali (2001) found that teachers who are not satisfied with their work due to any motivational factor tend to have poor classroom performance. They don't deliver their lectures to the mark, so students are the ones who suffer from this, their deviant behavior in the workplace appears when they start leaving early and do not make efforts to improve students. It won't be wrong to say that dissatisfied lecturers, on the other hand, have a major impact on student performance.

Imami, Rathore, and Khan (2017) suggested that lecturers are the key assets of any education sector, whether private or public. If the lecturers were disappointed with the decisions of the management, this would have a major impact on their performance. They are not going to focus in the classroom, and their quality of delivering the lectures will be affected. As a result, the burden on students will increase, as they need to find other sources to learn the concept that will ultimately have a negative impact on their results. This also causes students to struggle in their careers after completing their higher education.

Poon (2003) reported that the performance of employees has been affected by the political behavior of senior management. They do not provide their employees with ideal rewards, which, in turn, create dissatisfaction with employees who have raised the potential for employees to make a turnover. Not only are the rewards

disturbed by the management's political behavior, but in many sectors, as is the case with the education sector, the promotion system and the workload on employees are also biased.

Ghayas and Siddiqui (2012) indicated that payroll and employee turnover intentions have an adverse relation, suggesting that the least turnover intentions would be in employee concentrations the higher the remuneration would be. Mayende, Thamos, and Musenze (2013) suggested that each person has different personality traits depending on their upbringing, some of which are very socially active and therefore found mostly either in the marketing department or in the sales department of any organization because that is where they belong. On the other hand, some people are socially depressed and want to work within the indoor activities of the organization. Therefore, their level of motivation for criticism deviates from the university background based on personality traits. Some lecturers did not mind the evaluation made by their students and their fellow staff.

While some of the lecturers are depressed by the negative assessment made by the students on behalf of their teaching assessment. This creates the turnover intentions of the employee. Imran, Allil, and Mahmoud (2017) found that motivated teachers tend to be more effective in the classroom. They deliver lectures in a broader context that enables students to learn the concepts of the real world. These motivated teachers show more organizational commitment and lower turnover intentions. The case with private universities, having a motivated lecturer can be beneficial to students in the delivery of lectures, making it easier for them to understand all the concepts that they will have to apply later in the corporate world. Sandhar and Verma (2015) suggested that there is an opposite relationship between job satisfaction and employee turnover. An organization must hold its employees in an organization when there is already high competition on the market to maintain a sustainable competitive edge. Many factors demotivate the employee, which increase the intention to make a turnover.

While some of the lecturers get depressed by the negative evaluation made for them by the students on behalf of their teaching assessment, this creates turnover intentions within an employee. Imran, Allil, and Mahmoud (2017), found that motivated teachers tend to be more effective in the classroom, they deliver the lectures in a more broad context which enables the students to learn the concepts of the real world. These motivated teachers depict more organizational commitment and lesser turnover intentions. The case with private universities, having a motivated lecturer can be beneficial for the students in regards to the delivery of lectures, which makes it easier for them to understand all the concepts, which they have to apply later in the corporate world. Sandhar and Verma (2015) suggested that there is an opposite relationship between job satisfaction and employee turnover intention, so it is necessary for an organization to hold its employee's in an organization when there is already high competition in a market to preserve a sustainable competitive edge. There are many factors, which de-motivate the employee that increases the turnover intention so therefore employee quit their jobs because they are not satisfied with their jobs.

Many factors de-motivate employees, which increases turnover intention so that employees leave their jobs because they are not satisfied with their jobs. It is, therefore, the responsibility of companies to follow a strategy that attracts workers in such a way to minimize turnover intentions as well as increase their remuneration, inspire employees, and train them. Alnaqbi (2011) recommended that the turnover of employees be of two types of involuntary turnover. Involuntary turnover organizations terminate their employees because employees do not perform properly in an organization, according to the requirement of employment, another major reason for an employee from an organization is that the employee increases productivity.

The second type of employee turnover is voluntary turnover, in which the employee leaves the job intentionally and willingly on his or her side because the employee is not satisfied with his or her job. Also, voluntary turnover divided into two types one is avoidable in which the organization has control over the employee. The employee feels less motivated and less satisfied because the organization does not meet the needs of employees,

such as low pay, time flexibility, and workload. Another type of employee is unavoidable because, for personal reasons, the organization has no control over them, e.g. health issues, family issues, or moving to another city. Shah, Abbas, and Quraishi (2016) found that motivation and empowerment had a negative impact on the turnover of employees, but training had a direct impact on the turnover of employees. It indicates that training programs should focus on the banking industry to make employees in their respective organizations more productive and comfortable. All human resources practices have a significant relationship with employee intention. Motivated employees work at least 10 times more effectively than ordinary employees (Juhdi, Pawan, & Hansaram, 2013).

Chepchumba and Kimutai (2017) recommended that there be a negative relationship between employee compensation and the intention to make a turnover. The pressure is more common in small organizations because fewer workers are employed in small businesses. The workload is more for employees in small businesses than for large organizations, therefore employees who work in small organizations expect more compensation, such as bonuses, free medical, pick-and-drop services, and others. If organizations increase their compensation, they feel more motivated by well-being, not feeling pressure on extra work, and thus the turnover intention may be reduced. Ngantung, Saerang, and Pandowo (2015) concluded that work pressure increases when additional work is given to employees without a lump sum worker feeling less motivated because of the level of stress increases in work. As a result, they might be resigned from work. Sarmad, Ajmal, Shamim, Saleh, and Malik (2016) argue that compensation is one of the key motivating factors for retaining employees. They concluded that the more motivated the employee will be, the higher the chances of their retention could be expected. Compensation is a basic requirement of any job, and individuals prefer it to be a top priority while considering work because it is the aspect that will secure their future, which is why focusing on it is a significant consideration.

2.1. Independent Variables

Work Load: Some recent research finds that workload is an important factor that affects an employee's turnover intentions when a company devotes more than the normal amount of work to their employees, making their employees tired, thus affecting their productivity and performance, thus increasing their turnover plans. Work other than their job description is just as heavier than their area of expertise Qureshi *et al.*, (2013). Having a diminutive timeframe to submit the results of the exams is also classified as a higher workload. Having a massive workload may have an impact on the lecturer's bias in their performance. They do not have enough time to make good efforts, which may increase the turnover intentions of the employee.

Promotion: Intensification in the appointment of employees can be classified as promotion, it is found to be a major motivating factor for employees by giving them more authority over other staff members, giving them a sense of power within the organization and thus increasing their morale and commitment to their work (Parry & Kelliher, 2009). It will not be wrong to say that if employees are not promoted on behalf of their level of education and performance, they will look after other sources where they have the position they deserve.

Colleagues Support: Having the support of a colleague at the workplace makes the employee feel connected to the organization. They have someone to talk about and discuss the different work issues. They get feedback on their performance and how to improve it, with better support from colleagues found to be crucial to moderating turnover intentions even when rewards and salary packages are inadequate (Ng & Sorenson, 2008).

Evaluation: Employees will be assessed based on how they performed during a given period if the employees work hard. They would expect a better assessment from their supervisor. Most of the time evaluation is a key source of incentive promotion and enhancement for any employee, thus putting their best performance into

practice. If any employee is subject to a biased assessment, their morale will be affected, thus creating dissatisfaction among employees.

Compensation: Compensation can be classified as the most important factor for any organization to retain its employees. If the employees get a better compensation package on the market compared to their current compensation package, then they will switch to another organization until and unless they have a strong organizational commitment to their current organization (Sarmad, Ajmal, Shamim, Saleh, & Malik, 2016).

Time Flexibility: The suitable timing is a key aspect of the job, talking about the education sector, especially the university sector. Most of the lecturers are engaged in aspects of the work, such as checking the assessment and the projects, attending the meeting, and so on. Most of the lecturers are also very active with their other universities as well as visiting faculty. As a result, having time flexibility can release so much pressure from them and thus encourage them to remain with the organization where they can easily manage multiple tasks on their timing (Kroll & Nuesch, 2013).

2.2. Dependent Variables

Employee Turnover Intentions: Turnover intention can be defined as the determination of the employee to leave the objective of contemporary work and to look forward to the discovery of an alternative (Husain, Siddique, Ali, Ali, and Akbar, 2015). Price, (2001); Thwala *et al.*, (2012); Long, Perumal, & Ajagbe, (2012) define Turnover as an "individual movement across an organization's membership boundary". Another researcher defined turnover intention as an indicator that reflects the number of employees leaving the organization about the average number of employees working in the organization during the reporting period (Ozola, 2014).

3. METHODOLOGY

Twelve items were adapted from the Job Satisfaction Survey developed by Spector (1985) to measure the three dimensions of job satisfaction, namely promotions, support for coworkers, and compensation. Besides, three items were adapted from the questionnaire prepared by Cumman *et al.*, (1979) to measure the turnover intentions also used by Prakaseh and Ghayas (2019). The flexibility of work with three items derived from Ten Brink's validated questionnaire (2004) and three items for student behavior was adapted from (Conley, Bacharach, and Bauer (1989) which was also used by (Conley, & You, 2017). These questionnaires were measured on 5 points Likert scale (1 for strongly disagree and 5 strongly agree). Data were collected from 200 faculty members of private sector universities. In this regard, data were collected only from faculty members who have worked at the university for at least 6 months. This is done to ensure that data is collected only from respondents who have some idea of different facets, such as support for coworkers, etc. Pearson correlation and multiple regression analysis were used to analyze the relationship between independent and dependent variables.

4. DATA ANALYSIS

4.1. Overall Reliability

Table 1. Reliability Statistics.

Cronbach's Alpha	Number of Items
0.814	31

It can be drawn from Table 1 that Cronbach's research alpha of variables (Workload, Colleague Support, Student Behavior, Time Flexibility, Promotion, Compensation and Turnover Intent) is 0.787, which is more than 0.700, reflecting consistency in response.

Table 2. Reliability of Individual Variable.

Variables	Cronbach's Alpha	Number of items
Workload	0.706	4
Compensation	0.709	4
Colleague support	0.732	4
Promotion	0.815	4
Student Behavior	0.729	4
Time Flexibility	0.739	4
Turnover Intention	0.760	7

Similarly, as discussed above Cronbach's alpha reliability, this can also be measured individually for each variable. Based on Table 2, it can be concluded that all variables have a value greater than 0.600, which can be considered a good measure of reliability.

4.2. Description of Variables

Table 3(a). Universities.

University	Frequency	Percent	Cumulative Percent
Institute of Business Administration	37	18.5	18.5
IQRA University	41	20.5	39.0
PAF - KIET University	46	23.0	62.0
SZABIST University	31	15.5	77.5
Ziauddin University	45	22.5	100.0
Total	200	100.0	

Table 3(b). Ages.

Ages (years)	Frequency	Percent	Cumulative Percent
20-25	19	9.5	9.5
26-30	61	30.5	40.0
31-35	69	34.5	74.5
36-40	37	18.5	93.0
Above 40	14	7.0	100.0
Total	200	100.0	

Table 3(c). Gender.

Gender	Frequency	Percent	Cumulative Percent
Female	85	42.5	42.5
Male	115	57.5	100.0
Total	200	100.0	

Table 3(d). Descriptive Analysis.

Variables	Mean	Standard Deviation	Skewness	Kurtosis
Workload	3.42	0.724	-0.178	-0.592
Compensation	3.62	0.763	-0.450	-0.382
Colleague Support	3.58	0.741	-0.589	0.688
Promotion	3.44	0.738	-0.195	-0.466
Student Behavior	3.61	0.882	-0.784	0.026
Time Flexibility	3.66	0.692	-0.599	-0.014
Turnover Intention	3.66	0.554	-0.473	0.186

It can be drawn from Table 3(d) that all variables have a mean value of more than 3.4 near to 4 which shows that the average respondents agreed on the questions, we asked them about all variables. The essence of every question was about feeling discouraged when all these variables went wrong and now, as we can see, most of the respondents were in our favor of this study.

4.3. Correlation Analysis

Table 4. Correlations.

	WL	COM	CS	PRO	SB	TF
WL	1					
COM	0.233	1				
CS	0.249**	0.363**	1			
PRO	0.193	0.248*	0.265*	1		
SB	0.361**	0.283**	0.383**	0.200	1	
TF	0.248*	0.357**	0.409**	0.387**	0.194	1

* 5 Percent level of Significant at level (2-tailed). ** 1 Percent level of Significant (2-tailed).

Based on Table 4, a very unusual result can be seen here from the collected data, it seems that there is no relationship whatsoever between these variables. All output is between 0.100 and 0.400, which shows that there is a very weak relationship between these variables. In simple terms, we can say that, for example, if someone is de-motivated from workload, it does not mean that the individual has the same intensity of de-

motivation from promotion or any other variable. The response varies too much between the respondent as a whole. Everyone has a different perspective on de-motivation, some of which are de-motivated by compensation but not by student behavior, while some are de-motivated by student behavior but not by compensation. Perhaps this is happening because of the differences in the age group and obviously the difference in the institution. The best relationship that can be driven between "Time Flexibility" and "Turnover Intents" has the best correlation so that fat has an output of 0.488 near 0.500, which indicates a moderate relationship between these two variables.

4.4. Regression Analysis.

Table 5. Regression Analysis.

Variables	Coefficient	t-Statistic	Significance
Constant	0.338	5.135	0.258
Workload	0.320	5.260	0.001
Compensation	-0.403	-7.717	0.000
Colleague Support	-0.320	-5.155	0.002
Student Behavior	-0.327	-5.130	0.000
Promotion	-0.395	-5.322	0.000
Time Flexibility	-0.371	-5.166	0.000
R-Square	0.678	F-Statistics	43.540
Adjusted R-Square	0.664	P-Values	0.000

Table 5 shows that P-value is less than 0.05 in all variables except constant, indicating that the null hypothesis is rejected in all independent variables except constant. The results show that, with the exception of the workload, all independent variables have a negative impact on turnover intention. The F-statistics show that the overall model is significant and the high R square indicates a good fit.

5. DISCUSSION

Turnover's intentions are one of the major concerns that an organization usually encounters, retaining its best staff. It is the main concern of any organization today. The same applies to the university-level education industry as to what this research is solely dependent on, the level of job satisfaction determines whether the employee would remain with the organization or move to another location. What makes employees dissatisfied? Here, then, we identified six variables that might dissatisfy the employee. These six variables included workload, compensation, coworker support, student behavior, promotion, and time flexibility. Research has been conducted on these variables. Convenient sampling techniques had been applied and a sample of 200 employees had been taken from the topmost private universities in Karachi, Pakistan. The result that we have achieved clearly indicates that the variables that we have been working on having a very significant impact on the intentions of turnover. Employees were dissatisfied with the extra workload given at the workplace, which was geared towards turnover intentions, whereas compensation was found to be the most influential variable on turnover intentions leading to the result that the university faculty was more inclined to offer better compensation opportunities, the better the university offered, the lower the turnover intentions

could be expected. Student behavior tends to have a negative approach. The findings of this research are similar to those of Mbah and Ikemefuna (2012) and Ali (2001). The results indicated that the relationship between compensation and turnover is negative. It concluded that there is a high probability that faculty members consider joining other universities with good packages when teaching faculties does not provide valuable salary packages and other allowances, such as those provided by other universities.

6. CONCLUSION

It is concluded that if universities handle student behavior and give the faculty full authority, then universities can expect lower turnover intentions from their faculties. The promotion, encouragement of colleagues, time flexibility and workload also had a significant impact on the faculty of universities given that university authorities were efficiently managed by the institution, and thus resulted in lower professorship turnover intentions.

7. RECOMMENDATIONS

Most of the variables that have not been taken into account in this research could be used for future research purposes. Apart from targeting government universities in Karachi, this could be a great opportunity, because the compensation in these sectors is usually very good and the benefits are up to the level. Thus, finding demotivational factors that have an impact these universities could bring something new to learn. The targeting of colleges, schools and other education sectors in Karachi, as well as outside this territory, would be a great discovery that no other researcher has yet researched.

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