Job Satisfaction and Turnover Intentions of Permanent Faculty Members of Business Schools

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Executive Summary

Employee retention is one of the most significant issues faced by organizations today. It is a strategic human resource management issue and needs to be addressed in an effective and timely manner. Employee retention cannot be addressed without the understanding of the reasons for Turnover. Turnover has many antecedents and the relationship between these antecedents actually determines the impact of each of these on actual turnover of an organization. This study examines the multifaceted nature of turnover and the relationship between two of the most popular antecedents of turnover, namely Job Satisfaction and Turnover Intention. The industry under consideration comprises of the Business Schools in Rawalpindi/Islamabad, with focus on the recently observed high turnover trend among the permanent faulty members of these institutions. Due to the limited pool of skilled faculty available, institutions are fighting to keep their best employees. Special attention is paid to the satisfaction level of the faculty members and how much it impacts the turnover intention amongst this group of people. The effects of various economic and demographic variables are also considered as factors that may affect the relationship between job satisfaction and turnover intention. Unfortunately, no such study has been conducted in Pakistan; therefore, this study may prove to be extremely beneficial for improving the relationship between faculty members and university administrators.

Various studies are examined in order to form a comprehensive survey for measuring job satisfaction and turnover intention. This survey is used to draw conclusions about the relationship between job satisfaction and turnover intention and is compared with the results from other studies in order to highlight important issues. Recommendations are made according to the analysis conducted for both further research and university administrators.

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1. Introduction

Retention of employees has been termed as one of the most significant challenges of the 21st century (Drucker, 1999). Organizations all over the world, in various industries, have faced this problem at some stage of their evolution. Volatile economic conditions, highly competitive recruitment practices and a diminishing pool of skilled candidates create further problems in the process of retention (Capelli, 2000; Saratoga Institute, 1997). However, this problem has only recently become noticeable across various industries of Pakistan.

Considering the education industry, the static nature of the higher education sector in Pakistan has been stirred by the deregulation of this industry, allowing a large number of private universities to compete with the public sector universities. The very nature of universities has been changed to commercial business, revenue led performance, and customer dependent education and services (Raza et al, 2007). The Higher Education Commission of Pakistan is encouraging investment in higher education and is setting new standards to modernize and increase capacity at various institutions (HEC, 2006). The number of students will increase and more funding will be required along with improvement in the quality of education. This paradigm shift has created fierce competition among universities and degree awarding institutions, which in turn has resulted in high turnover among teachers as many opportunities have become available to the limited number of skilled teachers for higher education. These changes have influenced how faculty performs their jobs and their perceptions about empowerment, organizational commitment and job satisfaction. They now, can switch jobs and have the choice to select or reject institutions on the basis of factors they consider most important to their job.

Departments of Business and Management (referred to as *business schools*) of these universities are particularly affected by the problem of turnover as there is growing pressure on business schools to produce graduates in order to meet the needs of the country's dynamically changing business environment. Also, there is limited skilled

business faculty available. Business schools, therefore, have no choice but to accommodate these changes and address the issue of turnover. This study will, thus, explore the nature of turnover, as described in previous texts available, to develop a better understanding of the underlying issues of turnover and serve as a guide for university administrators to address this problem.

1.1 Background Research on Turnover and its Antecedents

Studies have differentiated between actual turnover and turnover intent, with more focus on turnover intent. Actual turnover is more difficult to predict because it involves the study of those individuals who have left their organizations. It is difficult to trace such individuals and to retrieve data from them. However, turnover intent is termed to be the most predictive precursor of actual turnover in an organization (Bluedorn, 1982).

Over the past few decades, there have been a large number of researches done on job satisfaction, and the antecedents of turnover. However, there are very few studies that have concentrated on finding out the path that leads from job satisfaction to turnover intentions, which in turn leads to actual employee turnover. One such model that has received significant attention and describes this relationship, is that job dissatisfaction arouses thoughts of quitting among employees which in turn lead to looking for another job, evaluating the findings and then intentions of quitting and finally to the action of quitting (Locke, 1976; Mobley, 1977). In comparison, Mobley, Horner and Hollingsworth (1978) suggested that there are a number of cognitive and behavioral phenomena that occur between the emotional experience of job satisfaction and the action of quitting. Recent models suggest that a number of individual and organizational factors affect a person's job satisfaction and commitment, which influence the intentions to quit, and initiate the process of looking for another job and then finally quitting in actual (Michaels & Spector, 1982).

The most commonly studied antecedents to turnover identified in literature are job satisfaction, intention to leave, organizational commitment, job search behavior, and

economic factors (Locke, 1976; Mobley et al, 1979). However, the antecedent that has received most attention is job satisfaction (Locke, 1976; Michaels & Spector, 1982; Mobley et al, 1979). Job satisfaction is an attitudinal variable that describes the extent to which a person likes his or her job. This concept can be measured using *single global rating*, which is the general feel of the overall job a person is performing, and *summation score*, which comprises the different dimensions or facets of the job (Robbins, 1999). These facets include pay, benefits and rewards, promotion opportunities, recognition, relationship with others, the nature of work itself, communication, organization and organizational practices and policies (Spector 1985; Michaels et al, 2001; Benchley, 2001; Brannick, 2001; Herman, 1999; McNally, 2001). Both these approaches have been used to calculate job satisfaction. In this study, the summation score will be used to measure the level of job satisfaction. Carsten and Spector (1987) have concluded job satisfaction as a pre cursor of turnover and have suggested that turnover and job satisfaction may be influenced by individual demographic factors such as age, tenure, gender, personality etc, work related factors like autonomy, responsibility, relationship with coworkers etc, and economic factors, such as alternative job opportunities.

Other researches have claimed that quitting intentions are a stronger predictor of turnover (Bluedorn, 1982). According to Bluedorn, leaving intentions are a direct precursor of turnover. This decision of voluntarily quitting an organization is based on factors that may be personal or work related or even related to economic factors (Muchinsky and Morrow, 1980).

Most conventional models about job satisfaction and turnover intentions have concentrated mostly on the financial or pecuniary factors (Brewer, 1996) related to job such as current salary while acknowledging the importance of non financial factors. An attempt to gauge the effect of such factors on quitting intentions has not been made by many researchers. One study (Stevens, 2005) has combined both the pecuniary and non-pecuniary factors of job in an academic setup to measure job satisfaction and quitting intentions in British universities. However, it must be noted that such studies are tenuous to compare because they all refer to different aspects of the subject and particularly

different questions. Therefore, a more appropriate means to conduct this study is to look at job satisfaction and turnover intentions in general and discuss the various studies conducted on both to obtain a deeper understanding of the topic.

Further study of the issue of turnover revealed that there are attitudinal factors, for example job satisfaction, that play a role in employee turnover and retention (Spector, 1997). Researchers have proven that attitudinal factors like job satisfaction are responsible for only four to five percent of variance in turnover (Hom & Griffeth, 1995). This lead to the conclusion that there are factors, other than attitudinal factors, that will help in understanding retention and turnover of employees. However, this study is limited to analyzing the relationship between level of job satisfaction and turnover intentions of faculty members.

A large number of studies have suggested an inverse relationship between job satisfaction and intentions to quit; however, there are gaps in the available literature. Moreover, there are a number of gaps between the relationship of voluntary employee turnover and employee turnover intentions. Unfortunately, there has been almost no research conducted in Pakistan on issues relating to faculty job satisfaction and turnover intentions. Only one slightly relevant study was found which determined the relationship between selected personal characteristics, facets of job satisfaction, the two dimensions of organizational justice (distributive and procedural justice) and organizational commitment of university teachers in Pakistan (Chughtai & Zafar, 2006). The findings proved the relationship and showed a negative correlation between organizational commitment and turnover.

This study is inspired by the complex and multifaceted nature of turnover in the education industry in Pakistan, particularly in relation to job satisfaction and turnover intentions of the faculty members of business schools in the cities of Rawalpindi and Islamabad. This study could help administrators and educators understand the evolving perceptions of faculty job satisfaction and turnover intentions and improve the work

related factors that can lead to more committed, satisfied and empowered faculty members.

1.2 Problem Statement

Employee retention is becoming an important issue for organizations world over. The costs of employee turnover and replacement are huge and becoming less bearable in the fast paced economy. The higher educational industry, especially the business schools of Pakistan are facing the problem of high turnover as more choices have become available to a limited pool of faculty. Fewer studies have examined the effect of job satisfaction on turnover intentions, especially in the higher education sector. Almost no studies have been carried out on faculty job satisfaction and turnover intentions in business schools in Pakistan.

Preliminary findings from other industries have proved a negative relationship between job satisfaction and turnover intentions and ultimately voluntary turnover. However, without further investigation, the same cannot be claimed for the education industry of Pakistan. This study will explore the relationship between two antecedents of turnover, namely job satisfaction and turnover intentions.

1.3 Variables

The variables related to job satisfaction that are being considered are described in the theoretical framework (see Appendix B, Figure 1). Job satisfaction is the independent variable, which has been broken down into different components. Turnover intention is the dependent variable, which is going to be checked for a relationship with job satisfaction. Job satisfaction has been further broken down into factors such as pay, rewards and benefits, personal and professional growth, management support, autonomy, recognition, co workers, job responsibility, alternative job opportunities, and organization's commitment. These factors have been chosen as facets of satisfaction to

check their relationship with turnover intent. However, the literature review gives details of some studies that have used these factors to predict satisfaction and intent to quit. Also, refer to Appendix A for definitions of terms used in this study.

1.3.1 Job Satisfaction Sub- variable Description and Justification

1. Pay: the basic salary paid, without bonuses. While pay rate is not considered a motivating factor, it can be a cause of dissatisfaction (Azfar & Danninger, 2001).

2. Rewards and benefits: the bonuses one gets along with benefits such as medical, dental etc. Very few organizations carefully analyze the effect of benefits on turnover (Azfar & Danninger, 2001). Besides the basic wage, benefits and rewards require to be studied separately in relation to satisfaction and turnover because the payment of benefits or rewards doesn't necessarily mean that they would keep the employees motivated or satisfied.

3. Recognition: respect and acknowledgement for any achievement. McInnes (1999) found that academics were internally motivated by factors such as discipline-base recognition by peers and student-teacher relationship factors.

4. Autonomy: the right to choose the means for meeting ends. It includes making decisions about one's job instead of taking orders. Flexibility and autonomy are key factors in becoming and remaining an academic (Bellamy et al., 2003). It is, therefore, very important aspect of job satisfaction.

5. Personal and Professional Growth: developing one's personal and professional skills and abilities. Most researchers agree that dissatisfaction with promotional opportunities is one of the antecedents of turnover (Mor Barak et al., 2001). Similarly, challenge, variety and autonomy of work induce reflective and critical thinking and collegial interactions among faculty for their personal development (Winter et al., 2000).

6. Job responsibility: the job roles and tasks expected to be fulfilled. It also encompasses workload and the nature of work itself. Jamison (2001) in a survey of faculty members discovered that even dedication to a career was not sufficient to overcome dissatisfaction with job attributes. An overall lack of satisfaction with the nature of work can cause dissatisfaction.

7. Co workers: the relationship with supervisor as well as colleagues and other people working in the department. Social relationships can enhance peer cooperation and effective communication, reduce job related stress, and increase employee satisfaction (Ammeter & Dukerich, 2002). It entails roles of both supervisors and peers.

8. Alternative job opportunities: any other job positions being outside the institution that an employee may find more attractive than the current job. Sometime working opportunity available elsewhere is treated as an intervening variable (Price, 1977), yet this factor can be reasonably considered as an element or component of job satisfaction itself.

9. Organization's commitment: psychological support provided by the organization when employees face personal or professional problems. It is the expectations the employees have of their organization, such as justified disciplinary actions, adequate training, and rewarding exceptional performance etc. it is a psychological contract between the employee and employer. The violation of this contract can cause dissatisfaction which may ultimately lead to turnover (Curtis & Wright, 2001).

10. Management's support: the support provided by the top administration or management to provide any resources that the employees require to fulfill their tasks or to bring about a positive change in the way work is performed. It also includes coordinating communication and relations of employees to resolve and manage conflicts. Thus, management's responsibility is to develop a culture that values employees' work, places importance to their opinions, welcomes employees ideas, treats people with respect, evaluates and rewards performance and provides professional development opportunities,

and leadership that acts with integrity is the culture that creates satisfied employees (Michelman, 2003; Pieper, 2003).

1.4 Research Question and Hypothesis

Q1. What is the relationship between job satisfaction of business school faculty members and their turnover intentions?

$H1_0$: there is a significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_0$: $\mu_A = \mu_B$

$H1_A$: there is no significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_0$: $\mu_A \neq \mu_B$

Q2. How does job satisfaction and turnover intention vary by demographic variables such as age, gender, job rank, tenure and total experience in the field of teaching?

$H2_0$: Job satisfaction and turnover intention remain the same when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_A$: $\mu_{AD} = \mu_{BD.}$

$H2_A$: Job satisfaction and turnover intentions vary when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_A$: $\mu_{AD} \neq \mu_{BD.}$

Q3. What are the top three factors, according to faculty members, most critical to job satisfaction?

1.5 Significance of the study

This study will contribute to the literature on job satisfaction and turnover intention in many ways. Firstly, it will use a survey to better understand the sources of job

satisfaction and dissatisfaction among faculty members of business schools in the cities of Rawalpindi and Islamabad. Secondly, the turnover intentions will be measured that will give a fair idea about the problem of voluntary turnover within business schools. Thirdly, the relationship of both these antecedents of turnover will be examined to reach any conclusions about how strongly the two factors are related. This study will provide a basis to make amendments to improve the working conditions of faculty in order to retain them. The result of the study can be extrapolated across the higher education sector in the rest of the areas in Pakistan and quality standard of education can therefore be raised by having satisfied and committed faculty.

1.6 Assumptions

1. The faculty members examined in this study understand the issues that were explored by taking their input.
2. The job satisfaction survey is a valid and reliable instrument for measuring job satisfaction as it has been validated by experts.
3. The staying or leaving index is a reliable and valid instrument for measuring turnover intentions of employees as it has been proven by Bluedorn.
4. The target population of this study is representative of other faculty members in the twin cities of Pakistan.
5. All responses in this study will potentially be exposed to some form of bias.
6. This study will allow rigorous evaluation of the research question and hypotheses.

1.7 Limitations

1. This study will be conducted on permanent faculty members of selected Higher Education Commission recognized business schools in the twin cities of Rawalpindi and Islamabad.

2. The study is limited to finding the correlation between job satisfaction and turnover intentions of faculty members which will not allow any causal inferences to be made about the other antecedents of turnover or outcomes of this study.

3. The accuracy of the results may be influenced by biases caused due to lack of trust in confidentiality, or other biases. Respondents may hesitate to give the correct information.

4. The study is exclusive of any intervening or moderating variables such as training, new opportunities arising suddenly, changes in administration, or other religious prejudices.

5. The effect of demographic or individual characteristics such as gender, age, and tenure, on turnover intention and satisfaction will be limited to finding out the trend or pattern for the sample size under consideration, and cannot be generalized.

6. The response from participants may be lower than expected due to their busy lives, which may interfere with their willingness to participate in the study. This could limit the sample size and affect the statistical power needed to draw conclusions from the study.

1.8 Nature of the Study

The purpose of this study is to examine the relationship of job satisfaction and turnover intentions among the permanent faculty members of business schools in Rawalpindi and Islamabad. A job satisfaction survey and an already validated staying or leaving index will be used to measure job satisfaction and turnover intentions respectively. The impact of some demographic factors may also be discussed but those inferences will be true only for the sample size considered and my not be generalized.

1.9 Organization of the Study

The remainder of the document is organized by chapters. Chapter 2 explains the literature review which discusses the two antecedents of turnover e.g. job satisfaction, turnover

intentions. This discussion will also include a brief description of the individual demographic factors, work related factors and economic factors in relation to turnover. Chapter 3 will discuss the research methodology explaining the methods, sample and analytics used for this study. Chapter 4 will discuss the results of the study. Chapter 5 will conclude the study and recommendations will be made according to the results. Further implications for research will also be discussed in the last chapter.

2. Literature Review

This chapter gives the details of turnover and the problems managements face in retention. Firstly, this chapter describes the issues pertaining to turnover, both in general and in academia. Secondly, it discusses the work done on two of the most powerful antecedents of turnover, turnover intentions and job satisfaction. Thirdly, a brief discussion of individual, economic and work related factors that influence turnover and satisfaction in the academia is given. Fourthly, researches conducted on faculty job satisfaction and turnover intentions are discussed to understand the nature of turnover in university faculty.

2.1 Turnover

As Drucker (1999) mentioned, Retention has become the greatest challenge for organizations to deal with in today's world. Retention becomes a potential problem when employees leave their jobs voluntarily. This act of joining and then leaving an organization is referred to as "Turnover" (Bluedorn, 1982a). It is generally measured in terms of the number of employees hired or separated per one hundred employees on the average payroll during a given time period (Lurie, 1966). It is further categorized as voluntary or involuntary turnover. In case of voluntary turnover, employees intend to separate themselves from the organization while the organization prefers to keep them (Noe et al, 2001), whereas in involuntary turnover, the employer is responsible for the separation of employee from the organization. Turnover could result from other origins as well such as retirement, disability etc.

One way for organizations to create loyalty among its employees or develop organizational commitment, is to invest in their training and development but according to a research done by Ahlriches (2000), 12% of employees will part with their organization in twelve months in spite of receiving training and development, and without training and development 35% employees will leave their organization in twelve

months. He also suggested that individuals will change their jobs nine times on the average, before they reach the age of thirty two. The affects of employee separation go far beyond the loss of an employee. Both the loss and replacement of employees can result in huge direct and indirect costs for any organization (Saratoga Institute, 1997).

The dearth of skilled workers is another problem that makes retention difficult. According to Michaels et al (2001), 60% of all the jobs in future will require skills possessed by only 20% of the workforce available today. Since this skilled workforce will be in high demand, organizations will have to devise competitive recruitment and retention policies to meet their needs.

Various studies show an inconsistent relationship between employee turnover and productivity but there is general opinion that high turnover rates can have a great effect on that organization's performance (Bluedorn, 1982b) because turnover can cause disruption and disruption is negatively related to efficiency. Thus turnover can affect an organization's finances, efficiency, productivity and resources.

Structure and culture are also affected by turnover. Bluedorn (1982b) suggested that the transmission of culture gets very difficult. It gets haphazard and incomplete if the turnover rates are high and the structure becomes difficult to maintain as there are lesser experienced people left at the to help with socialization of the new comers and to teach them the established norms and procedures.

2.1.1 Theories of Turnover

The theories of turnover and retention are highly complex and discuss a number of psychological factors related to developmental, emotional and motivational needs of the employees. The theories presented are a mix of organizational and behavioral aspects of a person's job.

An early study conducted by March and Simon (1958) concluded that the turnover is the result of a person's perceptions about desire his/her desire to leave the organization and the ease of movement from one organization to the other. The "desire to leave the organization" was later equated with "job satisfaction" (Jackofsky & Peters, 1983) and the "ease of movement" was equated with "perceived job alternatives" (Lee and Mitchell, 1994).

Various aspects of turnover have been studied by another well known theorist, Mobley (1977, 1978, 1979, 1982). Mobley (1977) concluded in his first research that four steps lead to turnover: (a) job dissatisfaction initiates thoughts of quitting, which leads to (b) evaluation of searching for a new job, which results in (c) intention to search and eventually, (d) actual job search behaviors. This could lead to (e) an analysis of alternative job opportunities, which could lead to (f) intentions to quit and then (g) action of quitting. Mobley et al. improved the preliminary research by gauging the effect of labor, organization, individual and job variables. This study also proved that job satisfaction along with job alternatives can lead to a person's intentions to leave an organization and search for an alternative job. Intent to leave is an immediate antecedent of turnover. In 1982, Mobley concluded further from his study that people who leave an organization and those who stay longer with an organization differ in job satisfaction, expectations of the present job and the intention to leave. However there is no difference between the two groups regarding job alternatives.

Bluedorn's (1982a) research about turnover includes a unified model that job dissatisfaction leads to job search behavior which leads to intentions of quitting or staying with the organization. Eventually, the person either actually quits or stays with the present organization. His model is an extension of Marsh & Mannari (1977) and Mobley (1977) on organizational commitment, and job search and intent to leave. Bluedorn, however, proposed that job search is not related to either job or organizational satisfaction but instead proposed that it is related to a person's perception of past and present opportunities within the environment.

A number of other studies were carried out by researchers (Lee & Mitchell, 1994), who have further verified the model proposed by Mobley. They have looked deeper into the antecedents of turnover in order to gain a better understanding and have reached a conclusion that it remains unclear if dissatisfaction, intentions to search, availability of alternatives and evaluation of those alternatives completely describes the turnover process. Some other studies have given details on antecedents of turnover that will be discussed in later sections.

2.2 Antecedents to Turnover

There has been a lot of research done on the antecedents of turnover, from studies of satisfaction to turnover intentions, but there are still gaps between the available literatures. There have been many studies conducted by various disciplines like Economics, Sociology, Psychology, and Business and Management. Different researchers tried to explain turnover using a variety of antecedents but in general, the most popular antecedents (job satisfaction, organizational commitment, intentions to leave and job search behavior) have been used. The two antecedents that will be used for this study are job satisfaction and turnover intentions, so further explanation of the two is discussed.

2.2.1 Job Satisfaction and Turnover

Job satisfaction has been the most favorite and most frequently studied variable in relation to turnover. Spector (1997) described job satisfaction as "the degree to which people like their jobs…it is how people feel about their jobs and the different aspects of their jobs". The importance of job satisfaction was realized by Taylor (1912) for the first time. Taylor said, "A worker who accepted the scientific management philosophy and who received the highest possible earnings with the least amount of fatigue would be satisfied and productive" (Locke, 1976). More studies followed in the 1920s and 30s. Most popular were the Hawthorne studies conducted by Mayo and his colleagues. The initial studies were from the "Physical-economic school" that focused on things like

incentives, rest breaks, and productivity while later on, the focus shifted to issues like job satisfaction, employee perception of the management, attitudes and economic factors (Locke, 1976). The role of supervisors in forming employee perceptions, the social aspect of work and some other factors associated with turnover were touched upon later by the "Social or Human Relations school" (Locke, 1976). The more contemporary work done now is on satisfaction through skill development and challenging work by the "Contemporary work itself or the Growth school" (Locke, 1976). The studies conducted on job satisfaction today have been influenced by the factors discussed by all three of the previous schools.

According to Spector (1997), most cases of turnover stem from job dissatisfaction however, researches done later on proved that there was a moderate, negative relationship between job satisfaction and turnover (Mobley et al., Muchinsky et al., 1979). There exists variation among studies on job satisfaction and turnover but the correlation has seldom exceeded 0.4 (Locke, 1976, Mobley et al., 1979). Other researches have said that satisfaction amounts for only 16% of turnover (Mobley, et al., 1979). These limitations led researchers to explore other work related, individual and economic factors that can provide an explanation for this moderate relationship. For example, working opportunity available elsewhere is sometimes treated as an intervening variable (Price, 1977), yet this factor can be reasonably considered as an element or component of job satisfaction itself. Price (1977) offered a reasoning for the limited explanatory nature of availability of other job opportunities unless there was something extra or better being offered in the same job else where for example, greater pay or autonomy etc, that my affect the level of one's job satisfaction. Mobley (1977) tried to explain this void between job satisfaction and turnover and suggested that there are a number of intermediate steps between the two, for example, intention to leave was more strongly related to turnover and is termed to be an intermediary in the process of job dissatisfaction and turnover. Resnick & Bond (2001) suggested that it is overly simplistic to conclude that job dissatisfaction leads to turnover. However, they continue to believe that job satisfaction is predictive of turnover and remains to be one of the most important variable in understanding turnover.

2.2.2 Intentions to Leave and Turnover

Researches done by Mobley et al., (1979) and Bluedorn (1982b) along with several others have concluded that intention to leave an organization is the best predictor of turnover. As a result, many studies have treated intention to leave as the immediate precursor of turnover.

Kraut (1975), has suggested that an employee who wants to quit his job tries to separate himself psychologically from that organization. An employee's attitude towards his job plays a vital role in determining his/her intention to leave, and these intentions actually indicate if an employee will actually leave the organization. He suggested that employee attitude surveys must be carried out periodically in order to measure employee job satisfaction, work related problems and intentions to leave so that pre-emptive steps towards improvement can be taken by the employers.

Some models suggest that leaving intentions may not directly lead towards turnover (Hom & Griffeth, 1991), but research on intervening variables has been rarely conducted. However, there is a general consensus that conceptually and empirically, the most immediate precursor of turnover is turnover intention or the intention to resign/quit/leave (Mobley et al., 1978).

2.3 Work-related Factors and Turnover

Several work related factors have been outlined in the literature of satisfaction and turnover intentions. Muchinsky & Morrow (1982) defined work related factors as "…variables which describe the interface between individual workers and organizations." Variables such as job satisfaction, intention to leave, job search behaviors, organizational commitment, recognition, feedback, autonomy, job responsibility, supervisory characteristics, performance and pay are generally included in this domain. Various studies have shown that all these factors are related to turnover in a complex manner however further research is much needed. Having good relations with supervisor and co

workers, a good physical and supportive environment, clear roles and job responsibilities, and a fair compensation system can improve the working conditions for employees and raise their satisfaction level.

In this study, we will consider job satisfaction related to work because the work related factors are, to some extent, under the control of the employers.

2.4 Individual Factors and Turnover

Individual factors, which include a number of demographic variables like age, gender and tenure, have been studied extensively. Each of these variables has been proven to predict turnover (Mobley et al., 1978; Mobley, 1982). Age and gender have been described as mutually correlated and help in predicting the future turnover by looking at past turnover patterns (Muchinsky & Tuttle, 1979). The more a person's age and years spent with an organization, the lesser the turnover. Gender differences can also affect the level of satisfaction and turnover however the findings of many studies indicate inconsistencies regarding what type of turnover pattern men and women follow (Miller & Wheeler, 1992; Angle & Perry, 1981).

2.5 Economic Factors and Turnover

Many studies have found that the relationship between economic factors and turnover is very high and has the strongest impact on turnover (Muchinsky &Morrow, 1980; Price, 1977). In general, higher employment opportunities in the market can contribute to turnover. During periods in which there is a high rate of unemployment, the relationship between satisfaction and turnover becomes weak. Recent studies suggest that there may be other factors moderating this relationship, such as alternate forms of income, circumstances in which the employee terminated his employment, and available employment opportunities (Lawrence, 2003).

2.6 Turnover, Turnover Intentions and Job satisfaction in the Academia

Various studies have been conducted over time to understand what could be the factors that constitute the job satisfaction in Academic contexts. Eckert & Stecklein (1961) interviewed some college teachers using open ended questions and found out that aspects related to the nature of work (such as "helping young people grow", "association with students") and working conditions (such as "fine colleagues" and "intellectually stimulating associations") constituted the major sources of satisfaction, whereas recognition was little mentioned as a source of satisfaction. Goodwin (1969) found out that professors give great importance to their work because it gives them a chance to grow and develop their own abilities. Hill and French (1967) found that interpersonal relationships and contacts are likely to affect the satisfaction level of professors. The collegial structure of faculties and departments are, thus, an important factor while considering satisfaction of academicians. Bachman (1968) showed that the dean's effectiveness in terms of his influence through personal qualities such as expertise and respect is related to faculty's satisfaction while faculty would be less satisfied to view their own actions as deferring to the dean's legitimate rights and influence due to his position. It has, however, been established that satisfaction, and the underlying factors that contribute to satisfaction, depend upon the type of occupation one has. This remains true because occupations differ in various aspects, such as qualification, pay, skills, contact with people, opportunities for initiative or autonomy etc (Pedro, 1973).

A study conducted about the turnover rates at American colleges and universities (National Bureau of Economic Research, 1990) has highlighted a few interesting details about faculty turnover trends. To find out the retention rate of an institution in a year, the number of its continuing faculty members is noted down. Continuing faculty members are those who continue to work with an organization and have not joined or left their jobs during the year, regardless of their rank. If one divides the number of continuing employees within the year by the number of continuing employees the previous year, one obtains an estimate of the retention rate for that university. Subtracting it from one would

give the turnover rate of the full-time or permanent faculty members. This means that both retention and turnover rates are inverse of each other. According to this study, the turnover rate means different things for different ranks of the faculty. At the assistant professor level, turnover reflects both voluntary movement to another job in another institution or nonacademic jobs, and involuntary movement (i.e. denial of tenure). At the associate professor level, turnover reflects voluntary movement. Finally, at the professor level, turnover reflects both voluntary mobility to other jobs or retirement.

Another study done by Lurie about manpower management in higher education (1966) explains that the university administrators need to have a fair idea about increasing turnover trends as compared to the past which may be the result of scarcity of skilled faculty, rather than the reaction of university policies. In this context, the voluntary separation rate may provide information about faculty preferences and perceptions regarding their employment at that institution and its terms. The scope of this study encompasses discussion about voluntary turnover as it will provide university administrators with some understanding about the turnover trends in the academic market and its link with job satisfaction.

Various studies have tried to understand faculty perceptions of job satisfaction, organizational commitment and empowerment which may help in developing retention policies or control turnover. One such study conducted in three American universities of public, private and private religious nature, has studied the effect of these three factors so that university administrators can understand what can be done to improve the current state of faculty perceptions (Lambert, 2006). Potential effect of factors such as stress, workload, public pressure to improve teaching standards, and diminishing funds for higher education were also studied in relation to the aforementioned three variables. The results showed that there was a difference between public university faculty's perceptions of job satisfaction, organizational commitment and empowerment and private university faculty's perception of the three variables. Private university faculty gave high results in relation to the study of the three variables while public university showed lower levels of presence of the three variables. This study could help university administrators

understand the factors they need to incorporate and implement to improve their faculty perceptions about job satisfaction, empowerment and organizational commitment and come up with effective policies to have more empowered, satisfied and committed faculty.

In a research done on British higher education academics, the pecuniary and non-pecuniary factors related to job satisfaction and intentions to leave were examined (Stevens, 2005). Different facets of job satisfaction like the actual work itself, promotion prospects, salary, total earnings, relations with manager, job security, being able to use own initiative, hours worked, relations with colleagues, and physical working conditions were measured. It also discussed the difference in the job satisfaction levels of the male and female respondents. The female respondents were less satisfied with non-pecuniary aspects, like promotions and more satisfied with pecuniary aspects, like salary. In general, women are deemed less likely to be promoted in certain areas (Booth, Burton, Mumford, 2000). However, in the academia in general, there is less of a difference gender wise, among other factors of job satisfaction. The results of the study confirmed this belief about the male and female respondents having the same level of job satisfaction. Satisfaction related to non-pecuniary factors was low in relation to experience in the first half of academic careers but then increases. Professors seemed more satisfied about promotions than the faculty at lower ranks. One factor where lower ranked faculty members are more satisfied than professors is their physical working conditions. The reason for this result was attributed to the general observation that the office space and other facilities related to teaching are available to all faculty members, regardless of their rank. Other observations of the same study are that there are variations among faculties of other subject areas like dentistry and medicine, biological and physical sciences. After calculating the job satisfaction, turnover intentions were measured of going to another university next year and of leaving the job of teaching at the university altogether. The ultimate findings were that the non-pecuniary factors have significant negative effect on the likelihood of leaving the British Higher Education. The more satisfied teachers were with the actual work itself, colleagues, and working hours, the less likely they were to leave the academia. Intentions to leave were negatively

related to tenure or years worked in an institution. It also showed results like those who have switched institutions in the past will do it again.

In another study about faculty morale and their intention to leave, the researchers have described faculty members as being generally dedicated to their work but they often wonder if they would be happier elsewhere (Johnsrud & Rosser, 2002). They are rarely satisfied with their own institution. They see administrators as incompetent, communication as poor, and their influence as declining (Boyer et al., 1994). However, this discontent with their institution is in contrast to their satisfaction with intellectual lives, the courses they teach and their collegial relationships (Bowen & Schuster, 1986; Boyer et al., 1994). The study suggests that there are gaps between the literature and research done on topics like faculty morale, satisfaction, rewards, productivity and motivation. Three factors have been analyzed to understand faculty perceptions: (a) faculty work life (including Professional priorities and rewards, Administrative relations and support, Quality of benefits and services), (b) morale (c) intentions to leave. A conceptual multilevel model was constructed to explain the effects of work life and morale on intent to leave on both institution or group level and individual level. The conclusion reached after testing the model was that perceptions of work life and demographic factor like tenure, affect faculty morale, which are the outcomes of morale such as engagement of work, sense of well-being, institutional regard. Faculty morale then affects intent to leave. Positively influencing faculty morale can lead to decreasing faculty intent to leave.

Keeping the above study in perspective, it is assumed that the satisfaction level of the faculty for the Pakistani business school may be different and have results that may be contradictory to the studies mentioned above.

3. Methodology

The primary purpose of this study is to examine the relationship between job satisfaction and turnover intention among faculty of business schools in Rawalpindi/Islamabad. The relationship between the various facets of job satisfaction in relation to turnover intentions will be explored and the effect of some demographic variables will also be interpreted for this study. The following research questions will be addressed in this co-relational study:

Q1. What is the relationship between job satisfaction of business school faculty members and their turnover intentions?

$H1_0$: there is a significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_0$: $\mu_A = \mu_B$

$H1_A$: there is no significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_A$: $\mu_A \neq \mu_B$

Q2. How does job satisfaction and turnover intention vary by demographic variables such as age, gender, job rank, tenure and total experience in the field of teaching?

$H2_0$: Job satisfaction and turnover intention remain the same when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_0$: $\mu_{AD} = \mu_{BD}$.

$H2_A$: Job satisfaction and turnover intentions vary when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_A$: $\mu_{AD} \neq \mu_{BD}$.

Q3. What are the top three factors, according to faculty members, most critical to job satisfaction?

3.1 The Study Design

A co-relational design will be used to assess the magnitude or intensity, and direction of the relationship between turnover intention and job satisfaction. This design will provide information about how well one variable predicts the other (Myers, 1998). For example, if one knows a person's score on one measure (e.g. job satisfaction), one can make a better prediction of that person's score on another highly related measure (e.g. turnover intentions). The higher the correlation between the two variables, the more accurate the prediction (Myers, 1998).

This study will use three major terms used to describe the nature of the relationship between two or more variables. The first term generally used is positive correlation between two variables (between 0 and +1.00). A positive correlation describes the two variables as increasing or decreasing together. The second term is used is that of negative correlation between the two variables (between -1.00 and 0). A negative correlation means that when one variables increases, the other decreases. The third and final possibility is that there is no or a weak relationship between the two (0 or near to zero) (Myers, 1998).

The correlation coefficient is also used to describe the relationship between two variables. It uses 'magnitude' and 'direction' to describe the strength and positive or negative correlation respectively, between the two variables (Couch, 1987). For example, $r = -0.12$ describes the magnitude as low (0.12) and the direction as negative, which suggests an inverse relationship between the two variables. There are many types of correlation coefficients (Pearson Product moment correlation coefficients, Spearman correlation coefficient) and the choice of appropriate correlation depends upon the type of scores being used (e.g. continuous, dichotomous, ranked, or categorical) (Gall et al.,1996). This study will explore the strength of the relationship, using Pearson Product Moment Correlation, given the interval or ratio data that will be collected.

There are many advantages of using the bivariate correlational approach to determine the nature of the relationship between turnover intentions and job satisfaction. Firstly, it will allow exploration of relationships/behaviors that were not fully understood. Secondly, these behaviors and relationships can be interpreted to understand any potential patterns that may emerge from comparing the two variables. Thirdly, correlational procedures enable the prediction of future events based on the results gathered about the relationship between the two variables (Myers, 1998) Morris, 1996).

Despite these advantages, there are also some disadvantages of using the bivariate correlational method. For example, this study will limit the researcher to make 'cause and effect' inferences about the results of this study (Morris, 1996). This is due to the fact that another uncontrolled intervening variable may influence the relationship, which may go undetected in the study of only two variables and their relationship with each other.

In sum, the correlational research design selected for this study will be used largely to make descriptive inferences about the occurrences in the relationship of two variables in real life settings. Moreover, the results of this study will be used to understand the nature of the relationship between job satisfaction and turnover intention among permanent faculty members of the business schools of Rawalpindi/Islamabad, which has never been done before.

3.2 The Study Method

The research methods chosen for a study depend upon the nature of the phenomena or behavior of the variables of interest and the existing literature about the topic, as suggested by Proctor and Van Zandt (1994). Researchers have used various methods to study the complex and multifaceted nature of turnover intentions and job satisfaction (case-studies, interviews, surveys). Several researches have highlighted the importance of using quantitative methods to interpret the outcomes (Saratoga Institute, 1997; Spector, 1997).

3.2.1 Quantitative Vs. Qualitative Method

This study will use quantitative methods to gather the required data. The primary objective of quantitative research is to gather numerical data of a specific sample and subject it to numerical analysis. The methodology permits statistical inferences to be made after the analysis of this data, the conclusions for which can be generalized for the population of business school faculty members in the Rawalpindi/Islamabad region.

Despite the qualitative nature of explorations in the field of Human Resource Management, the benefits for using the quantitative methods, particularly in the area of job satisfaction and retention cannot be overemphasized. According to Gall et al. (1996) and Myers (1987), quantitative methods generally allow the researcher to (a) use representative samples form the population, (b) assume objectivity when using systematic methods (e.g. scientific method, experimentation), (c) generate and tests concepts discussed in theory in a systematic way (test hypothesis), (d) collect data on a large number of subjects, (e) statistically aggregate and analyze the data, (f) examine causal and co-relational relationships, (g) extrapolate findings from a study sample to population (i.e. make inferences, (h) generalize findings.

Additionally, there are some disadvantages also of using quantitative methods, such as, (a) insufficient sample sizes, (b) insufficient power of analysis, (c) small effect sizes, (d) poorly constructed research design, (e) misinterpretations of the findings (Gall et al., 1996; Myers, 1987).

In contrast to quantitative methods, qualitative methods allow the researcher to study "the meaning an individual creates and other internal phenomena." It is usually a verbal; description of variables and is thus difficult to quantify and restrict in order to get meaningful information from the data. It is particularly used for exploratory research, when researcher is not clear about what specific data is needed for the research.

Given the pros and cons of both the methods, this study will utilize quantitative methods in order to get quantifiable data and obtain results that will be further interpreted. Likert scale questions will be used to gather data from faculty members about their perceptions of job satisfaction and turnover intentions. This will allow the researcher to find the relationship between the two variables and give recommendations about how administrators at universities can use this research to their advantage.

3.2.2 Surveys vs. Case Studies

Surveys are commonly used in correlational studies (Myers, 1998), and will be utilized in the present study. The term 'survey' is frequently used to describe research that involves administering questionnaires and interviews. Surveys can generate useful and interesting information in an expeditious and cost-effective manner (Morris, 1996). More specifically, surveys can be used to assess opinions, behaviors, and attitude from a larger number of people by asking a standard set of questions (Morris, 1996). Under some conditions, its even possible to make some predictions from data gathered by researchers using this method (Myers, 1987).

However, it should be noted that the sampling biases could skew the results. Poorly constructed questionnaires can also produce answers that are ambiguous. Accuracy depends largely on the ability and willingness of the participants to answer questions honestly and accurately (Morris, 1996). Steps will be taken in this study to minimize biases such as: (a) the use of measures with demonstrated reliability and validity (e.g. job satisfaction survey), (b) ensuring participant confidentiality to reduce socialy desirable responses, (c) sampling all possible faculty members' opinions in the specified universities of the region.

As opposed to the survey method, case study method is deemed time relatively time consuming and expensive as it contains descriptive information. Other potential problems may stem from observer bias or limitations in the representatives of case(s) studied (Morris, 1996). Given these and other limitations, a survey method was chosen for this study.

3.3 The Sample and Population

The permanent faculty members of the Business Schools in Rawalpindi/Islamabad constitutes the population whose perceptions about job satisfaction and turnover intentions will be the focus of this study. The basis for choosing this particular population is the perceived high turnover rates in the business schools of the twin cities. Due to lack of skilled teachers and numerous job opportunities, it has become difficult to retain them. Furthermore, the issue of turnover has not been explored in this particular group. This information will help university administrators focus on retaining their valuable business faculty members.

The respondents of this research reside in the cities of Rawalpindi/Islamabad and are currently employed in various business schools as permanent faculty members. The total number of business schools in the twin cities is twenty two according to the HEC recognized list of universities. The permanent faculty of these institutions in total is around two hundred (HEC, 2006). This number was achieved using the HEC directory as sampling frame. There were two institutions that had not listed their permanent management faculty members (PIEAS, APCOMS), two institutions that had no permanent faculty members (NUML, PIDE). Therefore, an approximate number of two hundred permanent faculty members, has been arrived at as the total population size. The sample size for the population came out to be one hundred and twenty four[*]. According to Gall et al., (1996), a sample size of a minimum of 100 subjects in each major group of study is generally recommended. Therefore, the researcher will distribute hundred questionnaires to the sample of one hundred and twenty four (Gall et al., 1996) and attempt to achieve a response rate of at least 60% or above.

*Sample Size Calculator, The Survey System.
http://www.surveysystem.com/sscalc.htm

3.4 Instrumentation

Demographic characteristics (age, gender, job rank, tenure, and total working experience) of the participants have been assessed using fixed format questions presented in Appendix C. the demographic characteristics are age, gender, tenure and total experience in the field of teaching. These items are similar to those that are explored usually in organizational and social sciences literature (Spector, 1997).

One hundred questionnaires were distributed to faculty members who were requested to fill the questionnaires that would be collected after two working days. The number of questionnaires retrieved was seventy six and the retrieval rate was 61.29%.

3.5 Job Satisfaction Survey

The survey designed to measure faculty job satisfaction was designed after consulting the Job Satisfaction Scale (JSS) designed by Spector (1985). Some new facets were added to the existing ones of the JSS due to the impact these facets may have on faculty perceptions of job satisfaction described earlier in the literature review.

Spector's JSS consists of a total of nine dimensions of job satisfaction, namely, pay, promotion, supervision, benefits, contingent rewards, operating conditions, coworkers, communication, and nature of work, where as the job satisfaction survey prepared for this study has ten facets, which are pay, rewards and benefits, recognition, coworkers (peer and supervisor support), personal and professional growth, job responsibility, job autonomy, alternative job opportunity, organization's commitment, administration/management support. Facets like job autonomy, alternative job opportunity, organization's commitment and administration/management support were added after reviewing the literature on studies that have been conducted on job satisfaction and turnover intentions in academia.

The total number of questions in the questionnaire prepared is thirty seven, with twenty eight questions about job satisfaction, eight questions on turnover intentions, and one question in which the respondents have been asked to mark any three of their top priorities most important to them in relation to job satisfaction (see Appendix D). In the Job Satisfaction Survey, pay, rewards and benefits, recognition, job responsibility, job autonomy, and administration/management support, all have three questions each while coworkers, personal and professional growth, have four questions each, with alternative job opportunity and organization's commitment having one question each (see Appendix E). The reason for having two variables with four questions each was that coworkers included the facets of both peers and supervisors and needed one extra question to obtain the complete information. Also, personal and professional growth discussed two aspects that required two questions each about personal growth and professional development. The researcher included alternative job opportunity and organization's commitment asking one question each. According to Scarpello & Campbell (1983), intuitively, one may think that summing up responses of each item of the job factors will give a better idea about that factor, and eventually overall job satisfaction, however, research does not support this. In this case, simplicity wins over complexity and indicates that one simple question offers a more reliable and valid response from the respondent as opposed to asking multiple questions about a job factor. The best explanation for this is that the concept of job satisfaction is so broad that a single question actually becomes a more inclusive measure. Owing to this reason, factors like alternative job opportunity and organization's commitment rely on the respondent's own perception of the two. Each respondent will thus evaluate their own set of job factors important to their perception regarding comparisons with outside opportunities, and their expectations from their employers, and respond accordingly. It is assumed that this combination of questions about job satisfaction will provide information from many different angles and perspectives that can help in understanding faculty turnover intentions.

The Likert scale used for this questionnaire has the range "1- Completely disagree, to 5- Completely agree." Respondents will be asked to circle one of the five choices given as an answer to each question. Some questions are negatively worded and reverse-scored,

and are denoted by 'r'. A list of the items assigned to each sub scale is presented in Appendix F. Scores for each facet will be calculated and job satisfaction will be measured by getting the mean score. Thus, for the first twenty eight questions about job satisfaction, the range for each of the six facets with three questions each is 3 to 15; the range for the two facets with four questions each is 4 to 20; and that of the two with one question each is 1 to 5. The total score range for job satisfaction comes out to be 28 to 140. The composite scores for each facet will be used for descriptive purposes. The composite scores for job satisfaction will be used to test the hypothesis for the study. Higher scores will indicate greater satisfaction.

The reliability testing for this study, to ensure the stability of the job satisfaction survey, was carried out using Cronbach's alpha coefficient. It is used to measure the internal consistency, which delineates how well items of a scale correlate with one another. A pilot study was conducted by filling out questionnaires by fifteen respondents and taking their feedback. The coefficient correlation was found using SPSS (Statistical Package for Social Sciences). It ranged from 0.429 to 0.77 for each of the eight factors. The overall job satisfaction survey's coefficient correlation was 0.872 for the ten facets. For alternative job opportunity and organization's commitment, with one question each, alpha coefficient cannot be calculated. However, keeping the study conducted by Scarpello and Campbell (1983), these single questions are assumed to provide consistent results as they are more inclusive measures of alternative job opportunity and organization's commitment. Also, the overall consistency of these two items can be seen from the overall job satisfaction survey's coefficient alpha. Generally, alpha coefficients above 0.70 are regarded as highly stable (Nunnally, 1978). However, alpha coefficients of 0.4 and above are generally regarded as adequate by many researchers for individual items of a survey and an overall alpha coefficient of 0.7 is considered more than sufficient (Lawrence, 2003).

The researcher examined the previously researched and tested JSS designed by Spector (1985), therefore, most of the questions on the job satisfaction survey designed for this study used the questions on the JSS, with the exception of a few new questions added

later to make the questionnaire more valid for the group under consideration and also, some changes made in the wordings of the questions to make it more adaptable for the study. Only two new variables (alternative job opportunity and organization's commitment), with one question each, were added so that the validity and reliability of the original JSS is not disturbed and that JSS remains a valid and reliable source for measuring job satisfaction in this study. The authors of the JSS checked the stability and internal consistency of their instrument over a period of eighteen months with a small sample of forty three contestants. The correlation coefficient ranged from 0.37 to 0.74 for each of the nine items that were used to measure job satisfaction. Overall job satisfaction correlation coefficient came out to be 0.71. Together these measures show remarkable stability over a relatively long period of time. Spector (1985) also noted that there were several significant organizational changes (i.e. reorganization, layoffs and new administration) during that eighteen month period. It is therefore assumed, that the job satisfaction survey designed for this study will be a reliable tool to use as it has 92.85 % of the same features or questions as were present in the JSS designed and verified by Spector (1985).

Although validity can be measured in several ways, validity always refers to the "degree to which an instrument measures what we want to measure" (Sekaran, 2000). In order to ensure the content validity, a pilot study was conducted on fifteen participants who were asked to provide feedback about how applicable the job satisfaction survey was to their job and if it measured their job satisfaction. There were no significant changes suggested and the job satisfaction survey was approved and declared valid for measurement of job satisfaction. Considering the similarity of the satisfaction survey prepared for this study and that of the JSS, it can be assumed that since JSS has been correlated with the Job Descriptive Index (JDI) (Smith, Kendall, Hulin, 1969), the most carefully validated job satisfaction measure, the job satisfaction survey for this study will provide valid results. Moreover, the JSS has been correlated with other factors and variables associated with job satisfaction, such as, age, organizational commitment, leadership practices, intent to quit and turnover (Spector, 1985).

3.6 Bluedorn Staying or Leaving Index

Intentions to leave the organization will be assessed using the Staying or Leaving Index (SLI) developed by Bluedorn (1980). The SLI includes two sets of four questions each (see Appendix G). Each of the eight items have been measured on a Likert scale of "1 = bad, to 4 = excellent." The questions were designed to place the two sets of eight questions in non-adjacent positions on the questionnaire. Questions 1 to 4 were designed to be reverse scored. The sum of the scores of the eight items constitutes the intentions to leave score. The higher the score, the greater is the respondents' intention to leave.

Intention to leave has been compared to actual "leaving behavior" in a lot of studies. Bluedorn reviewed over 23 studies that revealed a significant positive relationship between turnover intentions and leaving behavior. Moreover, Bluedorn (1982b) noted that "intent to leave was the most accurate predictor of leaving or staying behavior" in almost all the studies. Predictive accuracy intent to leave over a long period of time was found to decay as the predictive period was increased (Waters et al., 1976). Adequate predictive validity for periods of upto one year and longer have been found (Bluedorn, 1982b).

One of the most important features of the SLI is that it is temporally anchored. This feature lets the respondent focus on specified time period for predicting future behavior (e.g. two months to one year). It also provides an opportunity for the researcher to modify the anchors based on the specific research question of interest. Moreover, researchers can utilize the shortened form of the full eight items with minimal decline in reliability (Bluedorn, 1982b).

The author notes that the psychometric properties of the SLI are "both impressive and consistent across time and samples" (Bluedorn, 1982b). The SLI has been tested in five different populations to assess various psychometrics including the internal consistency, reliability and validity (e.g. insurance company, food service managers, faculty from a state college, and clerical staff). The alphas for the five groups came out to be in the

range of 0.87 to 0.95, which indicates good to excellent reliability. Both the use of multiple and diverse samples and the numerous studies conducted to date comparing intentions to leave with actual turnover have proven to be both convergent and construct valid.

3.7 Data Collection

3.7.1 Anonymity and Confidentiality

Given the nature of this study and the sensitive information requested from the participants about job satisfaction and turnover intentions, the responses will be kept confidential. Diener and Crandall (1978) noted that it is imperative for social scientists to maintain confidentiality and anonymity of respondents. To ensure confidentiality, no questions of personal nature were asked. Questions about the identity and institution with which the participants are associated have not been asked. Code numbers were assigned to each questionnaire after retrieving them so that data entry can be made. The questionnaires will be numbered randomly from 1 to 85. This will encourage the participants to give open and honest feedback (Diener and Crandall, 1978).

3.7.2 Procedures

Data will be collected using a questionnaire with a ratio scale used to gather the demographic information (age, gender, tenure). Likert scale will be used for both the job satisfaction survey and the turnover intentions. A cover letter describing the study and the various sections of the questionnaire (Appendix H) will be attached to it. The questionnaires will be self administered and will be handed to individuals who will fill the questionnaires in two working days. The advantage of selecting this method for questionnaire distribution is that it ensures that the participants can answer the questionnaire without getting discouraged about confidentiality. It also helps in keeping track of those who do not return the questionnaire on time and need to be reminded again.

3.8 Data Analysis Plan

The analysis of the data retrieved was done for three purposes, (a) the reliability of the measure being used, (b) the descriptive information about the variables under consideration, and (c) the hypothesis about finding out the relationship between the dependent and independent variables. The Statistical Package for Social Sciences (SPSS) was used to accomplish the above three tasks.

3.8.1 Descriptive Analysis

Descriptive statistics was used to describe or summarize subjects in terms of variables or a combination of variables (Tabachnick & Fidell, 1996). Frequency distribution will calculated, which is the number of responses a question will receive on its Likert scale ranging from 1 to 5. A table will be constructed which will show frequencies for each of the ten facets of job satisfaction and then the overall job satisfaction. Measures of central tendency (i.e. mean, median, and mode) will be used to determine the representative score of the distribution (Lawrence, 2002), especially in relation to the demographic variables (age, gender, tenure). Means and standard deviations of the data for each of the instruments were utilized (see Table 2 to 6).

4. Analysis of Data

This study represents the analysis of the data and the results of the study are discussed. First, descriptive statistics are provided for the variables assessed (sample demographics, job satisfaction and intentions to leave). Next, the psychometric properties of the instrument used in the study are presented. Prior to the summary, the hypothesized relationship between the dependent and independent variables is tested. Moreover, the following research question and hypothesis are addressed.

Q1. What is the relationship between job satisfaction of business school faculty members and their turnover intentions?

$H1_0$:   there is a significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_0$: $\mu_A = \mu_B$

$H1_A$: there is no significant relationship between job satisfaction and intention to leave among faculty members of business schools.

Statistically expressed, $H1_A$: $\mu_A \neq \mu_B$

Q2. How does job satisfaction and turnover intention vary by demographic variables such as age, gender, job rank, tenure and total experience in the field of teaching?

$H2_0$: Job satisfaction and turnover intention remain the same when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_0$: $\mu_{AD} = \mu_{BD}$.

$H2_A$: Job satisfaction and turnover intentions vary when assessed by each of the socio demographic variables (i.e. age, gender, job rank, tenure and total experience).

Statistically expressed as, $H2_A$: $\mu_{AD} \neq \mu_{BD}$.

Q3. What are the top three factors, according to faculty members, most critical to job satisfaction?

4.1 Response Rate

After distributing the questionnaires to the permanent faculty members of various universities, two working days were given to the respondents to fill the fifteen minute questionnaires. The questionnaires were collected by the researcher and one additional day was provided to those who had not filled the forms. Hundred questionnaires were distributed out of which seventy six were retrieved successfully and had complete information. Seven potential respondents refused to fill out the questionnaires. The response rate was 61. 2%.

4.2 Sample Demographics

One hundred questionnaires were filled by permanent faculty members at Management Sciences Departments at universities in Rawalpindi/Islamabad, out of which, 76 complete questionnaires were retrieved from the participants of the study.   31.6% of the respondents were female and 68.4% were male, with modal response age category between 36 to 45 years. The maximum respondents were assistant professors (57.9%). The tenure for most of the faculty members (60.5%) was between 1 and 3 years with maximum faculty members (34.2%) having total teaching experience between 7 to 10 years. The details of the sample's demographics are provided in Table1.

4.3 Job Satisfaction Survey

The job satisfaction survey was designed after consulting the Job Satisfaction Scale presented by Spector (1985), and was used to measure the overall job satisfaction of the faculty members. The nine facets of Spector's (1985) JSS were simplified into ten facets and weightages of questions changes slightly to introduce more inclusive measures of job satisfaction. Scores were computed for each facet of job satisfaction and for overall satisfaction by summing up all the responses. Higher scores indicate greater satisfaction.

Means and standard deviations for all ten facets were calculated separately and then in total for overall job satisfaction. These scores are presented in Table 2a.

The internal consistency of the job satisfaction survey was calculated by using the data of fifteen of the questionnaires from the current study sample. For the entire data of seventy six questionnaires, alpha coefficient for internal consistency was calculated again for each facet and then for overall job satisfaction (See Table 3 for details). For the seventy six respondents, the alpha coefficients for each of the eight facets ranged from 0.403 to 0.682. These alpha coefficients for item-scales are slightly lower than that of the accepted value of 0.7 but are not significant enough to require any changes. Some studies have considered modifications to the scale unnecessary for item alpha coefficients in the range of 0.402 and above (Lambert, 2006). However, the overall scale or instrument's alpha coefficient must be 0.7 or greater to be considered reliable. The alpha coefficient for the job satisfaction survey used in this study is 0.874 for the total number of respondents. The distribution for the job satisfaction has been depicted in Figure 2 with normal distribution imposed.

The participants rated each of the twenty eight questions about job satisfaction using a five point Likert scale, ranging from "1-Strongly disagree to 5-Strongly agree". The details of the participant choices are provided as frequencies presented in Table 2b.

The mean score for the overall job satisfaction was 80.11(± 15.32). This represents that the overall faculty members have moderate to low job satisfaction level. Maximum score was 112 and minimum score was 48. The mean score for pay was 6.51(±2.52), the lowest scored facet of job satisfaction, while coworkers had the highest mean score of 13.62(±3.26), which showed that faculty members were highly satisfied with their coworkers and highly dissatisfied with their pay. Alternative job opportunity (2.3) and organization's commitment (2.9) had only one question each and showed moderate to low satisfaction level of faculty.

4.4 Bluedorn's Staying or Leaving Index

Intentions to leave the organization were assessed using Bluedorn's SLI (1982b). The SLI includes two sets of four questions each, asking about faculty staying and leaving intentions, respectively. A four point Likert scale was used to measure staying and leaving intentions, ranging from "1-Bad to 4-Excellent." The frequency for each of the two sets for staying and leaving intentions has been given separately in Table 4a.

The sum of al the eight items gives the total score about the respondents staying or leaving intentions. The higher the score, the higher is the respondent's intentions to leave. The means and standard deviations for the overall intentions to leave score and the two sub-scales are presented in Table 4b. The alpha coefficients of the two sub-scales were tested first for the data of fifteen respondents from the current study sample, and then for the entire data available. The alpha coefficient for staying intentions is 0.852 and that for leaving intentions is 0.738. The overall alpha coefficient for the staying or leaving index is 0.886, which is remarkably high for internal consistency. The means, standard deviations and alpha coefficients are provided in Table 5. An illustration of the SLI distribution is given in Figure 3.

The mean score for the overall SLI was calculated to be 21($\pm$5.53). Maximum score was 32 and minimum score was 11. Mean scores for both staying and leaving intentions were 10.46($\pm$3.13) and 10.53 ($\pm$2.73) respectively. This suggested the overall, the majority of the faculty members intended to leave the organization.

4.5 Data Analysis

4.5.1 Research question 1

To address the research question i.e. assessing the relationship between job satisfaction and turnover intentions, Pearson Product Moment Correaltion was used. The composite

scores from both the job satisfaction survey and SLI were used to compute the relationship between the two variables. Pearson Product Moment Correaltion was selected keeping in mind the continuous, linear nature of both the job satisfaction and SLI scores. The magnitude and direction of the correlation between job satisfaction and turnover intentions was in the expected direction ($r = -0.542$, $p \leq .000$). This means that the hypothesis $H1_0$, stating that there is a significant inverse relationship between job satisfaction and turnover intention, has proven to be acceptable at significance level of 0.05.

These results were consistent with the literature that suggests a moderate inverse relationship between satisfaction and intention to leave. In other words, the higher the satisfaction level of a faculty member, the less likely he/she is to quit the job at that institution). Additional results are presented in Table 6. The squared correlation was also computed to assess the proportion of variance in intentions to leave that can be accounted for by job satisfaction. Based on calculations, $r^2 = 0.294$, suggesting that 29% of the variance in one variable (i.e. intention to leave) is attributed to the other variable (i.e. job satisfaction). This means that it can be concluded that faculty members with high job satisfaction intend to stay with the organization whereas those with lower satisfaction score intend to quit the organization. Thus, $H1_A$: $\mu_A \neq \mu_B$ is rejected.

4.5.2 Research Question 2

To address study question two, i.e. does job satisfaction and turnover intention vary by sample demographic variables, such as gender, age, tenure and total working experience, a number of methods were used depending upon the type and the number of categories for each demographic variable. First, t-tests were conducted to measure the difference between male and female perceptions of job satisfaction and turnover intentions. Men and women had almost the same levels of job satisfaction (Male mean = 80.83, Female mean = 78.58) and turnover intentions (Male mean = 21.05, Female mean = 20.87). Details are provided in Table 7.

One Way Analysis of Variance (ANOVA) was used to compare three or more groups, with ratio or interval data. More specifically, ANOVA was used to assess the relationship between job satisfaction and turnover intentions based on demographic factors like age, tenure, total teaching experience and job rank. The response categories were collapsed to reduce the Type I error and the number of comparisons. Results of the ANOVA are given in Table 8.

There were no significant differences in job satisfaction due to the demographic variables (job rank, tenure, total work experience and age). Similarly, there was no significant difference in turnover intentions based on these factors. The ANOVA was conducted at significance level of 0.05. These findings were consistent with empirical studies examining these relationships with other populations (Healey et.al., 1995).

Partial correlation was calculated to check if the relationship between job satisfaction and turnover intentions would be affected by the demographic variables. Thus, when partial correlation, controlling for the demographic variables age, tenure, job rank and total teaching experience, was calculated, the results showed that there was a strong inverse relationship between job satisfaction and turnover intentions (Table 9), meaning that the relationship between the two was not affected by the demographic factors. Hence, $H2_{A:}$ $\mu_{AD} \neq \mu_{BD}$ is rejected (at level of significance = 0.05%), which means that job satisfaction and turnover intentions are independent of the socio demographic variables assessed (i.e. age, gender, job rank, tenure and total experience).

In studies by Mobley et al. (1979), age, education, gender, and tenure were shown to significantly predict job satisfaction and turnover intentions. Other variables such as race and marital status have been found to be poor and inconsistent predictors of both job satisfaction and turnover intentions (Mueller et al., 1994). However, in this study, the demographic variables (age, gender, tenure and experience) have been used as control

variables to check if they influenced the relationship between job satisfaction and turnover intentions, with the result of no apparent affect on both.

When means of the categories of each of the demographic variables were compared, it was noted that professors, followed by associate professors were more satisfied than the rest of the respondents. Similarly, those who were older than 55, had higher satisfaction. Those who had spent longer working at an institution had lower satisfaction level and those with lesser experience in the field of teaching were more satisfied with their job. For more details refer to Table 8.

In relation to turnover intentions, those with lower ranks were more inclined towards quitting their institutions. Middle aged faculty members (46-55) portrayed higher turnover intentions than faculty members of other age categories. Similarly, those who had spent lesser years at their institutions were more eager to quit their institution. Faculty members whom had lesser working experience had higher turnover intentions than those who had spent a longer time in the field of teaching (Table 8).

4.5.3 Research Question 3

Respondents were asked to rate top three factors that they considered most important in terms of job satisfaction. The reason for asking this question was to find out what factors need to be looked into more carefully by university administrations in order to raise their faculty satisfaction level. Pay was the most frequently rated factor (27%), followed by coworkers (18%), and recognition (16%). Further details are provided in Table 10.

5. Summary and Conclusion

This study examined the relationship between job satisfaction and turnover intention in order to understand the recent observed trend in turnover among the permanent faculty of business schools of the cities of Rawalpindi/Islamabad.

Previous studies on this issue were researched and ten probable characteristics of job satisfaction were chosen. Questionnaire was designed, to record the job satisfaction and turnover intentions of the permanent faculty members of the business schools, after examining Spector's (1985) Job Satisfaction Scale (JSS) and Bluedorn's (1982b) Staying or Leaving Index (SLI). Mean scores were calculated for both variables, for seventy six respondents, and were compared using Pearson's Product Moment Correlation, which showed a moderate inverse relationship between job satisfaction and turnover intention. Individual job satisfaction factors like coworker relationships exhibited highest satisfaction while pay showed the lowest satisfaction, among faculty members.

Demographic variables like age, gender, tenure, job rank and total years of experience, were also examined in order to determine impact on the relationship of job satisfaction and turnover intention. The results showed that these demographic variables did not change the moderate inverse relationship between the two variables.

The top three priorities for faculty members in relation to job satisfaction were also asked and it was concluded that pay, coworkers and recognition, respectively, were the top three priorities. Recommendations were made regarding future research and also for university administrators, keeping in mind the results of the study.

This study is the first step towards understanding the high turnover rates in the already scarce number of faculty members of business schools by studying two of the most important antecedents of turnover. The results for this study can be used by university

administrators to address issues of retention of their best faculty members, while constantly attracting new ones. Compensation packages (including pay and monetary rewards and benefits), recognition, and administrative and peer support can be used effectively by university administrators to improve low faculty satisfaction level. Further research can be conducted, that examines the relationship between the environmental factors like alternative job opportunities, and market conditions to understand what role these factors play in faculty turnover intention.

6. Recommendations

The following recommendations were given on the basis of the analysis performed for both future research and for university administrators.

6.1 Recommendations for Future Studies

1. Expand the study to a larger group of faculty members, including the non-permanent faculty members.

2. Examine other antecedents of turnover such as organizational commitment, job search behavior, other facets of job satisfaction, as well as economic conditions, work related factors, and personal factors, to determine their intentions to leave and actual turnover.

3. Future research can attempt to assess the direction of the relationships among the antecedents of turnover (e.g., commitment, satisfaction, intention to leave, job search behavior) in a model developed specially for the permanent faculty members in the Pakistani universities, keeping in mind the cultural dimensions that may play a role in developing faculty perceptions about the various antecedents of turnover. Research can also determine the direction of the relationship between each of the antecedents and actual turnover.

4. Study the various cause and effect relationships beyond the structural pathway towards turnover that other researchers have developed. Research should focus on each part of the model and moderating factors that may influence the antecedents of turnover.

5. Examine other demographic factors such as salary range, educational qualifications, and job performance ratings.

6. Develop a psychometrically sound survey that can measure the job satisfaction of faculty members considering moderating and intervening variables (i.e. it assesses job satisfaction in terms of student body, parents expectations from faculty members, training of faculty members, changes in policies for higher education etc.).

6.2 Recommendations for University Administrators

The following recommendations are made to university administrators, based on the study done, in order to retain there valuable employees.

1. The university administrators often desire to keep a turnover rate that maintains the vitality in the existent faculty, yet perceive turnover as a problem for those faculty members whom they would prefer to retain. Therefore, the administrators need to focus on the morale of the faculty members by paying them well, supporting them in their endeavors, and focusing on their professional priorities and rewards. This could help create a culture that would attract a diverse pool of intellectual minds, while retaining the best employees.

2. Most of the faculty members were dissatisfied with their basic pay or salary and ranked pay among the top three priorities while considering job satisfaction. Therefore, the university administrators need to ensure that pay structures are comparable to what other institutions in the market are paying. Managements need to proactively share the salary structure and raises with their faculty members and how they compare to similar positions and tenure in the industry.

3. Faculty members also reported dissatisfaction regarding limited promotion opportunities within there institutions and expressed that they require to grow both personally and professionally. Therefore, institutions should clarify to the faculty members what standards have been set by the Higher Education Commission regarding promotional policies. HEC has imposed rules upon institutes for hiring only those candidates who fulfill this criterion, which need to be shared with faculty members so that they can understand what they are required to do.

4. The institutions will have to use more than monetary incentives to hire and retain its talented employees. For example, they should ensure that there is fulfillment of needs of both the employers as well as the employees, create challenges within work and provide a supportive environment.

5. Institutions also require rewarding good performers and ensuring that the culture within the institution promotes hard work and academic achievement so that the recognition need of the faculty members is fulfilled. This would also create a more conducive and competitive environment and increase the overall quality of work.

6. The administrators require fostering good relationship with its employees, and differentiating and acknowledging the individual needs of each faculty member. Coworkers play a significant role in faculty satisfaction and can help creating a bond within the institution's members that can help foster retention of its employees.

7. Institutions should regularly discuss the alternative jobs available in the market and evaluate the faculty's perceptions about what factors do they consider important in their jobs and improve the working conditions accordingly.

8. Frequent faculty development programs should be arranged in order to keep the faculty motivated and develop it to cater to the changing needs of the economy. It will

not only add to their personal and professional growth, but also increase their trust in the institution administration as a caretaker and supporter.

9. According to Harman (2001), little is known about how faculty members in different universities make decisions about allocation of their time. However, problems related to work load and job responsibilities should be mutually discussed by administrators and faculty member so the needed changes to institutional culture, program delivery patterns, and reconsideration of activities that can detract from the fundamental process of higher education, can be made. This can also help enhance the faculty members' role in institutional decision making, thus increasing the feeling of ownership of the institution within them.

10. Every institution should carry out yearly surveys of its turnover rate and explore why faculty members left their jobs. Variables other than the ones examined in this study may be contributing to turnover intentions. Comparison of the current turnover rate can be made with that of the previous year's rate to check whether the measures taken previously have been successful.
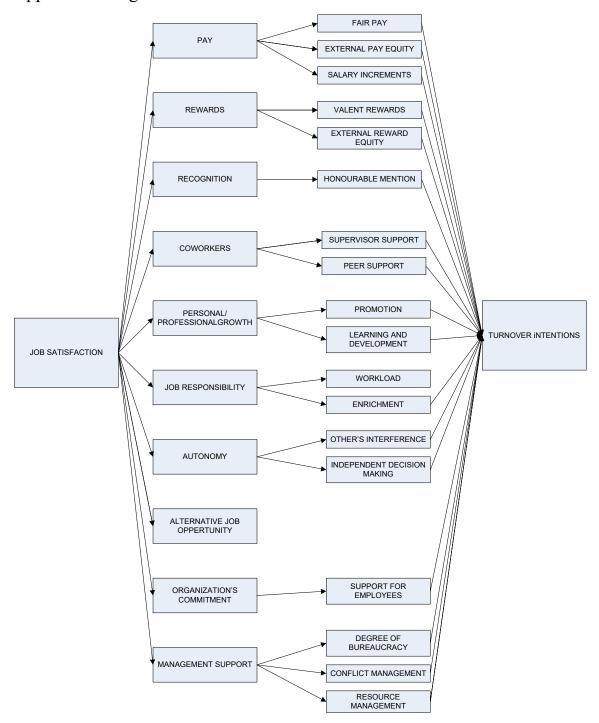
Appendix B: Figures

Figure B.1: Theoretical Framework

Note: Job satisfaction, constituted of ten components along with their explanations, and their impact on turnover intention, will be studied using the above theoretical frame work.

Appendix A: Definition of Terms

1. Intentions to leave: economic, work related factors or personal characteristics that lead a person to thoughts of quitting (Muchinsky & Murrow, 1980).

2. Job satisfaction: how people feel about their jobs. It is the extent to which people like (satisfied) or dislike (dissatisfied) their job (Spector, 1997).

3. Job Search Behaviors: refers to the act of looking at and evaluating alternative job opportunities e.g. reading newspaper advertisements, sending resumes or contacting employment agencies, talking to others about looking for another job etc (Kopelman et al, 1992).

4. Organizational Commitment: the strength of an individual's involvement and identification with an organization (Bluedorn, 1982).

5. Retention: the ability of an organization to reduce it voluntary turnover rate by keeping their current employees.

6. The staying or leaving index: this a standardized measure to calculate a person's intention to stay or leave an organization. It was designed by Bluedorn (1982) to be used in questionnaires to calculate turnover intentions in relation to some other variable.

7. Turnover: the voluntary withdrawal or separation of employees from an organization.

8. Faculty: only the permanent faculty members of the universities will be studied.

9. Business Schools: studying only the departments of management sciences in a selected number of universities, regardless of type of university i.e. public and private.

10. Tenure: time spent with the current institution.

11. Total experience: total number of years of experience in the field of teaching.

Appendix C: Demographic Information

Please answer the following questions by <u>ticking </u>the appropriate box.

1. Gender

☐ Male
☐ Female

2. Age

☐ 25 to 35
☐ 36 to 45
☐ 46 to 55
☐ More than 55

3. Number of years spent working with current institution

☐ Less than 1 year
☐ Between 1 and 3 years
☐ Between 4 to 7 years
☐ Between 7 to 10 years
☐ More than 10 years

4. Total years of teaching experience

☐ Less than 1 year
☐ Between 1 and 3 years
☐ Between 4 to 7 years
☐ Between 7 to 10 years
☐ More than 10 years

5. Your Job Rank

☐ Lecturer
☐ Assistant Professor
☐ Associate Professor
☐ Professor

Appendix D: Questionnaire

JOB SATISFACTION SURVEY OF PERMANENT FACULTY MEMBERS OF
BUSINESS SCHOOLS
September 2007

Dear Sir/Madam,

I am working on my MBA thesis titled **"Job Satisfaction and Turnover Intentions of Permanent Faculty members of Business Schools."** I humbly request your cooperation in filling out this questionnaire, which concerns analyzing a few probable causes of job satisfaction in relation to turnover intentions.

Your responses will be kept confidential and **your identity will not be disclosed** to anyone. This information will be used only for academic purposes.

I, very sincerely, thank you for your cooperation and hope that this study will be mutually beneficial to both the faculty members, and university administrators to address the issue of faculty turnover, in relation to their job satisfaction.

Samar Qazi,

MBA Student,

NUST Institute of Management Sciences,

Rawalpindi.

Instructions for filling the Questionnaire

1. Time required to fill out the questionnaire is about 15 minutes.
2. Kindly fill the form (page 2 to 7) in one go and complete all sections.
   a. Section 1 requires some background information of the respondent.
   b. Section 2 is the Job Satisfaction and Turnover Intentions survey.
   c. Section 3 requires the respondent to rank the three variables (in order of importance) that most truly determines their Job Satisfaction.
3. The checkboxes below each question indicates a five point range of answers. Please indicate your answer by ticking one of these boxes.

SECTION 1:

Please answer the following questions by <u>ticking</u> the appropriate box.

1. Gender

   ☐ Male
   ☐ Female

2. Age

   ☐ 25 to 35
   ☐ 36 to 45
   ☐ 46 to 55
   ☐ More than 55

3. Number of years spent working with current institution

   ☐ Less than 1 year
   ☐ Between 1 and 3 years
   ☐ Between 4 to 7 years
   ☐ Between 7 to 10 years
   ☐ More than 10 years

4. Total years of teaching experience

   ☐ Less than 1 year
   ☐ Between 1 and 3 years
   ☐ Between 4 to 7 years
   ☐ Between 7 to 10 years
   ☐ More than 10 years

5. Your Job Rank

   ☐ Lecturer
   ☐ Assistant Professor
   ☐ Associate Professor
   ☐ Professor

SECTION 2:

1. I feel I am adequately paid for the work I do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

2. The rewards and benefits we are given are almost as good as those given at other institutions

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

3. The rewards and benefits given to us are fair for the work we do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

4. I do not feel that the work I do is appreciated

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

5. I receive frequent appreciation and encouragement for my accomplishments

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

6. I am respected for my work

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

7. Salary raises are too few and given after a long time

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

8. Other institutions pay better for the kind of work I do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

9. There are too few rewards given for those who work hard

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

10. I like my co workers and am comfortable working with them

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

11. My supervisor is quite supportive of my ideas

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

12. My supervisor gives me frequent and relevant feedback regarding my job

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

13. My colleagues cooperate with me when I have problems with class schedules or teaching methods etc.

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

14. I stand a fair chance of promotion if I do well on the job

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

15. People get promoted here as fast as they do in other institutions

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

16. I feel my work has increased my knowledge and provided me with opportunities for learning and development

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

17. I feel this institution allows me to grow both personally and professionally

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

18. I sometimes feel my job is meaningless

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

19. I have too much of work to do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

20. I enjoy my work

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

21. I have freedom to adopt different styles of teaching

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

22. Other people interfere with my work

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

23. I am allowed to take action on any problem I face without consulting the administration

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

24. I feel there are better job opportunities else where

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

25. I feel a sense of gratitude in working at this institution because it supports me when I need it

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

26. My efforts to do my job well are seldom affected by red tape

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

27. There are too many conflicts at work that the administration does not resolve

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

28. Resources available are insufficient and affect my methodology of work

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

How do you rate your choice of staying with the present institution?

1. Three months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

2. Six months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

3. One year from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

4. Two years from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

SECTION 3:

Identify the top three factors in order of importance to you in terms of Job Satisfaction, in the following list (i.e. highest priority = 1, to lowest priority = 3).
Note: RANK ONLY THREE.

Job Satisfaction Factors	Rank top three
Pay	
Rewards and Benefits	
Recognition	
Coworkers (Peer and Supervisor Support)	
Personal/Professional growth	
Job responsibility	
Job autonomy	
Alternative job opportunity	
Organization's commitment	
Administration/Management's support	

How do you rate your chances of quitting this institution?

1. Three months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

2. Six months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

3. One year from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

4. Two years from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

Appendix E: Job Satisfaction Survey

1. I feel I am adequately paid for the work I do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

2. The rewards and benefits we are given are almost as good as those given at other institutions

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

3. The rewards and benefits given to us are fair for the work we do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

4. I do not feel that the work I do is appreciated

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

5. I receive frequent appreciation and encouragement for my accomplishments

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☐ Agree ☐ Completely Agree

6. I am respected for my work

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

7. Salary raises are too few and given after a long time

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐ Agree ☐ Completely Agree

8. Other institutions pay better for the kind of work I do

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

9. There are too few rewards given for those who work hard

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☐ Agree ☐ Completely Agree

10. I like my co workers and am comfortable working with them

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☐ Agree ☐ Completely Agree

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☐ Agree ☐ Completely Agree

13. My colleagues cooperate with me when I have problems with class schedules or teaching methods etc.

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

14. I stand a fair chance of promotion if I do well on the job

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree

☐ Agree ☐ Completely Agree

15. People get promoted here as fast as they do in other institutions

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐Agree ☐ Completely Agree

16. I feel my work has increased my knowledge and provided me with opportunities for learning and development

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐Agree ☐ Completely Agree

17. I feel this institution allows me to grow both personally and professionally

☐ Completely Disagree ☐ Moderately Disagree ☐ Neither Agree nor Disagree
☐Agree ☐ Completely Agree

18. I sometimes feel my job is meaningless

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☐Agree ☐ Completely Agree

19. I have too much of work to do

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☐Agree ☐ Completely Agree

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22. Other people interfere with my work

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28. Resources available are insufficient and affect my methodology of work

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☐ Agree ☐ Completely Agree

Appendix F: Updated Sub scale of contents of Job Satisfaction Survey

The sub scale shows the number of questions per item and 'r' represents those items that have been reverse coded. While performing the analysis, the reverse coded items are recoded to get the score for job satisfaction.

Sub scale	Item Number
Pay	1,7r,8r
Rewards and Benefits	9r,2,3
Recognition	4r,5,6
Coworkers (Peer and Supervisor Support)	10,11,12,13
Personal/Professional growth	14,15,16,17
Job responsibility	18r,19r,20
Job autonomy	21,22r,23
Alternative job opportunity	24r
Organization's commitment	25
Administration/Management's support	26,27r,28r

Appendix G: Bluedorn's Staying or Leaving Index

How do you rate your choice of staying with the present institution?

1. Three months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

2. Six months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

3. One year from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

4. Two years from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

How do you rate your chances of quitting this institution?

1. Three months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

2. Six months from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

3. One year from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

4. Two years from now
☐ Excellent   ☐ Good   ☐ Not so good   ☐ Bad

Appendix H: Cover Letter

<u>JOB SATISFACTION SURVEY OF PERMANENT FACULTY MEMBERS OF BUSINESS SCHOOLS</u>
September 2007

Dear Sir/Madam,

I am working on my MBA thesis titled **"Job Satisfaction and Turnover Intentions of Permanent Faculty members of Business Schools."** I humbly request your cooperation in filling out this questionnaire, which concerns analyzing a few probable causes of job satisfaction in relation to turnover intentions.

Your responses will be kept confidential and **your identity will not be disclosed** to anyone. This information will be used only for academic purposes.

I, very sincerely, thank you for your cooperation and hope that this study will be mutually beneficial to both the faculty members, and university administrators to address the issue of faculty turnover, in relation to their job satisfaction.

Samar Qazi,

MBA Student,

NUST Institute of Management Sciences,

Rawalpindi.

<u>Instructions for filling the Questionnaire</u>

1. Time required to fill out the questionnaire is about 15 minutes.
2. Kindly fill the form (page 2 to 7) in one go and complete all sections.
   a. Section 1 requires some background information of the respondent.
   b. Section 2 is the Job Satisfaction and Turnover Intentions survey.
   c. Section 3 requires the respondent to rank the three variables (in order of importance) that most truly determines their Job Satisfaction.
3. The checkboxes below each question indicates a five point range of answers. Please indicate your answer by ticking one of these boxes.

Appendix I: Bibliography and References

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