

**IMPACT OF ORGANIZATIONAL COMMITMENT
AND JOB SATISFACTION ON TURNOVER OF
SECONDARY SCHOOL TEACHERS**



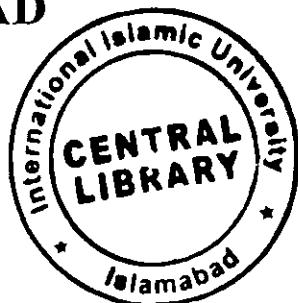
By

NAZIR HAIDER SHAH

79-FSS/PHDEDU/F11

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**

2016



TH-16287

Accession No K-16287

PhD
371 1
SHI

IMPACT OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION ON TURNOVER OF SECONDARY SCHOOL TEACHERS



Researcher:

NAZIR HAIDER SHAH

REG. NO.79-FSS/PHDEDU/F11

Supervisor:

PROF. DR. N.B. JUMANI

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2016**

IMPACT OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION ON TURNOVER OF SECONDARY SCHOOL TEACHERS



NAZIR HAIDER SHAH

79-FSS/PHDEDU/F11

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education at the Faculty of Social Sciences, International Islamic University, Islamabad

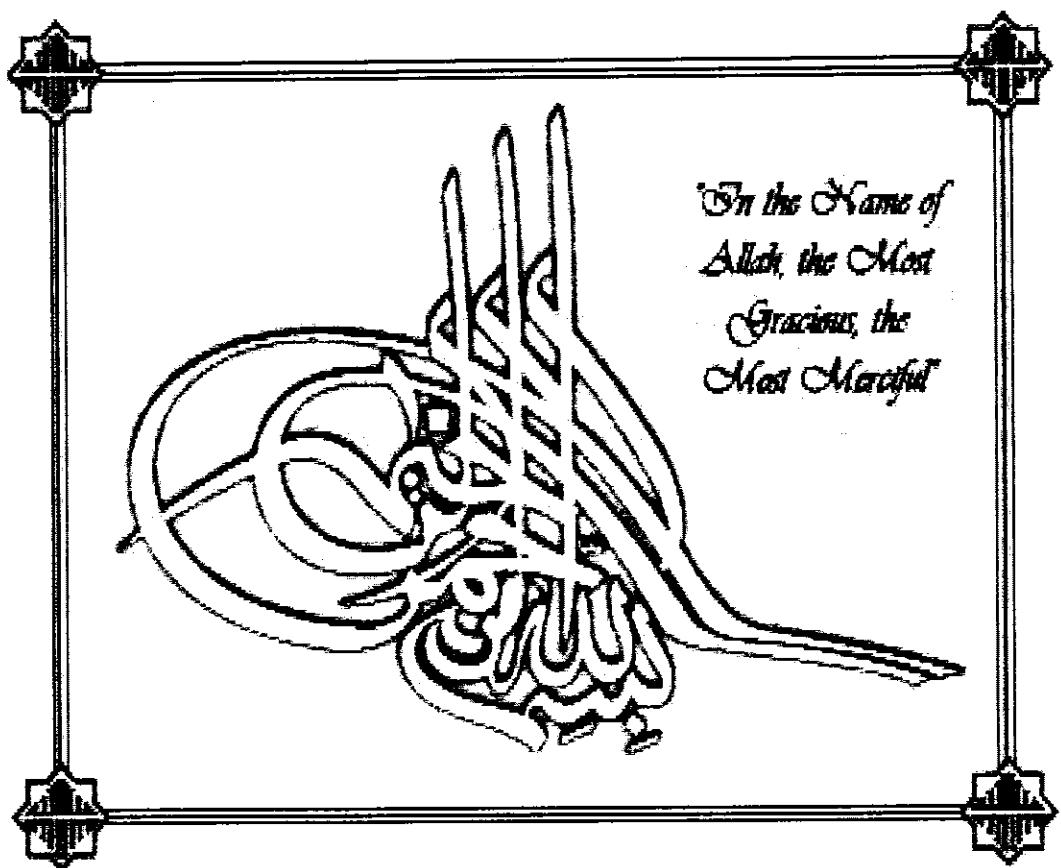
**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2016**

DEDICATED TO

My Parents

**For their unconditional love, support and
guidance throughout my life. They have
always been and will always be my heroes.**

**Thank you for the family that means more to
me than anything else in this world.**



CERTIFICATE

This thesis entitled "Impact of Organizational Commitment and Job Satisfaction on Turnover of Secondary School Teachers" presented by Nazir Haider Shah Reg. No. 79-FSS/PHDEDU/F11 in partial fulfillment for the requirements of PhD degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit his thesis for further process as per IIUI rules and regulation.

Signature: 

Supervisor: Prof. Dr. N. B. Jumani

APPROVAL SHEET

IMPACT OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION ON TURNOVER OF SECONDARY SCHOOL TEACHERS

By

NAZIR HAIDER SHAH

Reg. No. 79-FSS/PHDEDU/F11

Accepted by the department of Education, Faculty of Social Sciences, International Islamic University, Islamabad as partial fulfillment of the requirement for the award of degree
“DOCTOR OF PHILOSOPHY IN EDUCATION”

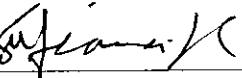
Supervisor:


(Prof. Dr. N. B. Jumani)

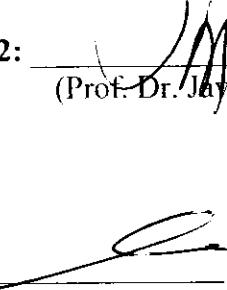
Internal Examiner:


(Prof. Dr. Samina Yasmin Malik)

External Examiner 1:


(Prof. Dr. Sufiana K. Malik)

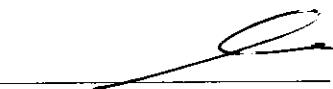
External Examiner 2:


(Prof. Dr. Jayed Iqbal)

Dated: 26-08-2016


Chairman,

Department of Education,
International Islamic University,
Islamabad.


Dean,

Faculty of Social Sciences,
International Islamic University,
Islamabad.

ACKNOWLEDGEMENTS

Above all, my humblest praise be to Allah Almighty, The Omnipotent, The creator of all things and Darood-o-Salaam be upon the Holy Prophet (SAWW), the greatest Human ever.

The researcher gratefully acknowledges the academic guidance, scholastic and professional support with encouraging attitude of a supervisor and Dean/chairman Prof. Dr. Nabi Bux Jumani for compilation of this enduring research.

I would like to pay special thanks to Dr. Muhammad Munir Kayani, Dr. Asad Abbas Rizvi, Dr. Azhar Mehmood, Dr. Shaikh Tariq Mahmood, Dr. Zafar Iqbal Chudhary, Dr. Nasir Khan and all the faculty members for their continuous academic guidance.

I pay rich tribute to Muhammad Naqeeb ul Khalil Shaheen, Hafiz Sarfraz Ahmed, Muhammad Azhar, Asghar Abbas, Allah Nawaz and Dr. Muhammad Mushtaq who constantly helped me in the process of data collection. I pay special thanks to my sincere friends Dr. Muhammad Arshad Tariq, Abdul Ghaffar Tahir, Munir Hussain Anjum, Shahenshah Babar Khan for their sincere help in the completion of this work.

This humble acknowledgement cannot be completed if I do not encompass my family, especially my father, Syed Munir Hussain Shah Bukhari for his respiration prayer and all support. A special thank goes to my reverend Mother and Sisters for their love and prayer. I pay heartfelt thanks to my Brothers, Syed Abrar Hussain Shah, Syed

Istikhar Hussain Shah, Syed Fiyaz -Ul- Haq Shah and Syed Zaman Ali Shah for their assistance during this research work.

I acknowledge gratefully input at Prof. Hashim Abbasi, visiting faculty member of Department of Education, Faculty of Social Sciences IIUI, for editing this work.



Nazir Haider Shah

ABSTRACT

Organizational commitment, job satisfaction and turnover intention are matters of concern related to any organization. To better understand how the impact of organizational commitment and job satisfaction on turnover intention of secondary school teachers, this study presented the impact of each variable on turnover intention separately. The objectives of the study were; to find out the impact of organizational commitment on turnover intention of secondary school teachers; to explore the relationship between dimensions of organizational commitment and turnover intention among the secondary school teachers; to examine the impact of job satisfaction on turnover intention of secondary school teachers; to check the relationship between the factors of job satisfaction and turnover intention of secondary school teachers; and to identify demographic factors (gender, school location and school category) in terms of job satisfaction and organizational commitment of secondary school teachers. In this study, concurrent triangulation strategy was used. All the teachers (13764) and principals (1133) working in private secondary schools in the district Rawalpindi and Islamabad were the target population of the study. 16 principals and 860 teachers were randomly sampled. The study concluded that there was a moderate correlation of organizational commitment and its dimensions (continuance commitment and normative commitment) on turnover intention among private secondary school teachers. However, affective commitment showed strong relationship with their turnover intention. Furthermore, it was concluded that there was a strong relationship between job satisfaction and its indicator (pay) with turnover intention among private secondary school teachers. However, it was found that promotion, work itself and supervision showed moderate

relationship with turnover intention among the teachers. It was recommended that private schools may make comprehensive policy, program of teacher deployment, their continuous professional development through an academy of education with international linkages, incentive-based schemes, involvement of community and building up public private partnership. Intensive studies on cost-benefit analysis of private schooling, models of performance-based promotion, longitudinal studies on teacher retention, attrition and comprehensive analysis of top public and private sector schools were suggested as future areas of investigation.

TABLE OF CONTENT

S. No.	Title	Page No.
CHAPTER 1 INTRODUCTION		
1.1	Introduction	01
1.2	Statement of the Problem	07
1.3	Objectives of the Study	08
1.4	Research Questions of the Study	08
1.5	Hypotheses of the Study	09
1.6	Delimitations of the Study	10
1.7	Significance of the Study	11
1.8	Research Methodology	11
1.8.1	Population of the study	11
1.8.2	Sample of the study	12
1.8.3	Research Design	12
1.8.3.1	Research Instruments	12
1.8.4	Data Collection Procedure	12
1.8.5	Data Analysis	13
1.8.5.1	Quantitative data analysis	13
1.8.5.2	Qualitative data analysis	13
1.8.6	Integration of quantitative and qualitative results	13
1.9	Operational Definitions	14
CHAPTER 2 REVIEW OF THE RELATED LITERATURE		18
2.1	Organizational commitment	18
2.1.1	Dimensions of organizational commitment	20
2.1.1.1	Affective commitment	21
2.1.1.2	Continuance commitment	22
2.1.1.3	Normative commitment	23
2.1.2	Determinants of Organizational Commitment	25
2.1.2.1	Perceived Organizational Support	26
2.1.2.2	Autonomy	26
2.1.2.3	Procedural Justice	26

2.2 Job satisfaction	27
2.2.1 Teacher Job Satisfaction	30
2.2.2 Theories of job satisfaction	30
2.2.3. Content Theories	31
2.2.3.1 Maslow's Hierarchy of need theory	32
2.2.3.2 Herzberg's motivation-Hygiene theory	34
2.2.3.3 Alderfer's theory	36
2.2.4 Process Theories	36
2.2.4.1 Adams equity theory	37
2.2.4.2 Varoom's Theory	38
2.2.5 Situational Theories	39
2.2.5.1 Situational Models of Job Satisfaction	39
2.2.6 Factors of job satisfaction	40
2.2.6.1 Pay	41
2.2.6.2 Promotion	42
2.2.6.3 Work Itself	42
2.2.6.4 Supervision	45
2.3 Turnover Intention	46
2.3.1 Economic Opportunity	48
2.3.2 Shocks	48
2.3.3 Actual Turnover	49
2.3.4 Types of Employee Turnover	51
2.3.4.1 Voluntarily versus Involuntary	51
2.3.4.2 Internal versus External	52
2.3.4.3 Trained versus Untrained	52
2.3.5 Theories Related to Teacher Turnover	53
2.3.5.1 Monetary Benefits	53
2.3.5.2 Non-monetary Benefits	53
2.3.5.3 Benefits of Training	54
2.3.5.4 Social Learning Theory	54
2.3.5.5 Dual-Factor Theory	55

2.3.6 Labor Market Characteristics	55
2.3.7 Factors Related to Teacher Turnover	56
2.3.7.1 Salary	56
2.3.7.2 Working Conditions	58
2.3.7.3 Teacher Professional Development	61
2.3.7.4 Teacher Characteristics	63
2.3.7.5 School Characteristics	64
2.3.8 Reducing Turnover	65
2.3.9 Impact of Staff Turnover on the Organization	66
2.3.10 Organizational commitment and job satisfaction	67
2.3.11 Organizational Commitment and Turnover Intention	67
2.3.12 Relationship between Job Satisfactions, Organizational Commitment and Turnover Intention	68
2.3.13 Effects of Biographical Information on Job Satisfaction, Organizational Commitment and Turnover Intention	68
2.3.13.1 Age and job satisfaction	68
2.3.13.2 Age and organizational commitment	69
2.3.13.3 Age and turnover intention	69
2.3.13.4 Gender and job satisfaction	69
2.3.13.5 Gender and organizational commitment	70
2.3.13.6 Gender and turnover intention	70
2.3.13.7 Marital status and job satisfaction	70
2.3.13.8 Marital status and organizational commitment	71
2.3.13.9 Marital status and turnover intention	71
2.3.13.10 Qualification and job satisfaction	71
2.3.13.11 Qualification and organizational Commitment	71
2.3.13.12 Qualification and turnover intention	72
2.3.13.13 Work Experience and job satisfaction	72
2.3.13.14 Work Experience and organizational commitment	72
2.3.13.15 Work Experience and turnover intention	72
2.4 Summary	73

CHAPTER 3 METHODS AND PROCEDURES OF THE STUDY	74
3.1 Introduction	74
3.2 Research Paradigm	74
3.2.1 Pragmatist paradigm	75
3.3 Research Methodology	76
3.3.1 Mixed methods design	76
3.4 Research Design	79
3.5 Population of the Study	81
3.6 Sample of the Study	82
3.6.1 Probability Sampling	83
3.6.1.1 Stratified Random Sampling	84
3.7 Quantitative Approach	86
3.7.1 Research Instruments	86
3.7.2 Demographic Variables	86
3.7.3 Organizational Commitment Scale	86
3.7.4 Job Descriptive Index	87
3.7.5 Turnover Intention Questionnaire	88
3.7.6 Format of the scale	88
3.7.7 Validity of Instruments	89
3.7.7.1 Content Validity	89
3.7.7.2 Face Validity	90
3.7.7.3 Construct Validity	90
3.7.8 Pilot Study	90
3.7.9 Reliability of the Instruments	91
3.7.9.1 Reliability of the Organizational Commitment Questionnaire	91
3.7.9.2 Reliability of the Job Descriptive Index	92
3.7.9.3 Reliability of the Turnover Intention Questionnaire	92
3.7.9.4 Reliability of different components of instruments	92
3.7.10 Data Collection procedures	93
3.7.11 Data Analysis	95

3.7.12 Quantitative data analysis	95
3.7.12.1 Descriptive statistics	96
3.7.12.2 Inferential Statistics	96
3.8 Qualitative approach	97
3.8.1 Interview	97
3.8.2 Validity and Reliability of Interviews	98
3.8.3 Validity	98
3.8.3.1 Content Validity	99
3.8.3.1 Face Validity	99
3.8.4 Reliability	100
3.8.5 Pilot study	100
3.8.6 Qualitative Data Analysis	101
3.8.7 Integration of Quantitative and Qualitative Results	103
CHAPTER 4 DATA ANALYSIS AND INTERPRETATIONS	104
4.1 Characteristics of sampled participation	104
4.2 Descriptive Statistics	104
4.2.1 Demographic Variables of respondents	105
4.3 Inferential Statistics	125
4.3.1 H₀1: Organizational commitment: Chained and non-chained schools	125
4.3.2 H₀2: Organizational commitment: Gender differences	126
4.3.3 H₀3: Organizational commitment: Urban-Rural differences	127
4.3.4 H₀4: Job satisfaction: Chained and non-chained schools	128
4.3.5 H₀5: Job satisfaction: Gender differences	129
4.3.6 H₀6: Job satisfaction: Urban-Rural difference	130
4.3.7 Regression analysis of independent and dependent variables	131
4.3.8 H₀7: Organizational commitment on turnover intention	131
4.3.9 H₀8: Organizational commitment: Affective commitment and turnover Intention	136
4.3.10 H₀9: Organizational commitment: Continuance commitment and turnover intention	143

4.3.11 H₀10: Organizational commitment: Normative commitment and turnover intention	150
4.3.12 H₀11: Job satisfaction on turnover intention	157
4.3.13 H₀12: Job satisfaction: Pay structure and turnover intention	163
4.3.14 H₀13: Job satisfaction: Promotion and Turnover Intention	168
4.3.15 H₀14: Job satisfaction: Work itself and Turnover Intention	175
4.3.16 H₀15: Job satisfaction: Supervision and Turnover Intention	182
4.4 Qualitative analysis	190
4.4.1 Organizational Affective commitment	190
4.4.2 Organizational Continuance commitment	191
4.4.3 Organizational normative commitment	193
4.4.4 Job satisfaction in terms of pay	194
4.4.5 Job satisfaction in terms of promotion	195
4.4.6 Job satisfaction in terms of work Itself	196
4.4.7 Job satisfaction in terms of supervision	197
4.5 Integration of quantitative and qualitative results	200
4.5.1 Affective commitment	200
4.5.2 Continuance commitment	200
4.5.3 Normative commitment	201
4.5.4 Pay	201
4.5.5 Promotion	201
4.5.6 Work itself	202
4.5.7 Supervision	202
CHAPTER 5 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATOINS	203
5.1 Summary of the Study	203
5.2 Findings of the study	205
5.2.1 Finding related to demographic variables	205
5.2.2 Finding based on descriptive analysis	206
5.2.3 Finding related to demographic variables in terms of organizational Commitment	208

5.2.4 Finding related to demographic variables in terms of job satisfaction	209
5.2.5 Findings based on organizational commitment and turnover intention	210
5.2.6 Findings based on job satisfaction and turnover intention	213
5.4 Discussion	217
5.5 Conclusions	225
5.4 Recommendations	229
5.5 Further Studies	231
REFREFENCES	
APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
Table 1.1	Teachers' turnover and its major causes	06
Table 3.1	Population of the study	82
Table 3.2	Sample of the study	85
Table 3.3	Dimensions of Organizational Commitment	87
Table 3.4	Factors of Job Satisfaction	88
Table 3.5	Format of the Scale	89
Table 3.6	Alpha Coefficient of different components of questionnaire	93
Table 3.7	Responses of the Respondents	94
DESCRIPTIVE STATISTICS		
Table 4.1	Gender participation	105
Table 4.2	Age pattern of teachers	106
Table 4.3	Marital Status of teachers	107
Table 4.4	Academic Qualification of teachers	108
Table 4.5	Professional Qualification of teachers	109
Table 4.6	Teaching Experience	110
Table 4.7	Organizational Commitment	111
Table 4.8	Affective Commitment	112
Table 4.9	Continuance Commitment	114
Table 4.10	Normative Commitment	115
Table 4.11	Job Satisfaction	117
Table 4.12	Pay	118
Table 4.13	Promotion	119
Table 4.14	Work itself	121
Table 4.15	Supervision	122
Table 4.16	Turnover Intention	124
INFERENTIAL STATISTICS		
Table 4.17	Organizational commitment: chained and non-chained	125

Table 4.18 Organizational commitment: Gender differences	126
Table 4.19 Organizational commitment: Urban-Rural differences	127
Table 4.20 Job satisfaction: Chained and non-chained schools	128
Table 4.21 Job satisfaction: Gender differences	129
Table 4.22 Job satisfaction: Urban-Rural difference	130
Table 4.23 Model Summary of Organizational Commitment and Turnover Intention	134
Table 4.24 ANOVA Summary of Organizational Commitment and Turnover Intention	135
Table 4.25 Coefficients Summary of Organizational Commitment and Turnover Intention	135
Table 4.26 Variables in model: Affective Commitment and Turnover Intention	137
Table 4.27 Inter item relationship between Affective Commitment and Turnover Intention	138
Table 4.28 Model Summary of Affective Commitment and Turnover Intention	141
Table 4.29 ANOVA Summary of Affective Commitment and Turnover Intention	142
Table 4.30 Coefficients Summary of Affective Commitment and Turnover Intention	143
Table 4.31 Variables in model: Continuance Commitment and Turnover Intention	144
Table 4.32 Inter item relationship between Continuance Commitment and Turnover Intention	145
Table 4.33 Model Summary of Continuance Commitment and Turnover Intention	148
Table 4.34 ANOVA Summary of Continuance Commitment and Turnover Intention	149
Table 4.35 Coefficients Summary of Continuance Commitment and Turnover Intention	150
Table 4.36 Variables in model: Normative Commitment and Turnover Intention	151
Table 4.37 Inter item relationship between Normative Commitment and Turnover Intention	152

Table 4.38 Model Summary of Normative Commitment and Turnover Intention	155
Table 4.39 ANOVA Summary of Normative Commitment and Turnover	
Intention	156
Table 4.40 Coefficients Summary of Normative Commitment and Turnover	
Intention	156
Table 4.41 Model Summary of Job Satisfaction and Turnover Intention	159
Table 4.42 ANOVA Summary of Job Satisfaction and Turnover Intention	160
Table 4.43 Coefficients Summary of Job Satisfaction and Turnover Intention	160
Table 4.44 Variables in model: Pay and Turnover Intention	162
Table 4.45 Inter item relationship between Pay and Turnover Intention	163
Table 4.46 Model Summary of Pay and Turnover Intention	166
Table 4.47 ANOVA Summary of Pay and Turnover	167
Table 4.48 Coefficients Summary of Pay and Turnover Intention	167
Table 4.49 Variables in model: Promotion and Turnover Intention	169
Table 4.50 Inter item relationship between Promotion and Turnover Intention	170
Table 4.51 Model Summary of Promotion and Turnover Intention	173
Table 4.52 ANOVA Summary of Promotion and Turnover	174
Table 4.53 Coefficients Summary of Promotion and Turnover Intention	174
Table 4.54 Variables in model: work itself and Turnover Intention	176
Table 4.55 Inter item relationship between work itself and Turnover Intention	177
Table 4.56 Model Summary of Work Itself and Turnover Intention	180
Table 4.57 ANOVA Summary of Work Itself and Turnover Intention	181
Table 4.58 Coefficients Summary of Work Itself and Turnover Intention	181
Table 4.59 Variables in model: Supervision and Turnover Intention	183
Table 4.60 Inter item relationship between Supervision and Turnover Intention	184
Table 4.61 Model Summary of Supervision and Turnover Intention	187
Table 4.62 ANOVA Summary of Supervision and Turnover	188
Table 4.63 Coefficients Summary of Supervision and Turnover Intention	188
Table 4.64 Rank Order of the Factors of Job Satisfaction and	
Dimensions of Organizational Commitment	189

Table 4.65 Head teachers/principals views regarding their teachers' Affective Commitment	190
Table 4.66 Head teachers/principals views regarding their teachers' Continuance Commitment	192
Table 4.67 Head teachers/principals views regarding their teachers' Affective Commitment	193
Table 4.68 Head teachers/principals views regarding their teachers' job satisfaction in terms of pay	194
Table 4.69 Head teachers/principals views regarding their teachers' job satisfaction in terms of promotion	195
Table 4.70 Head teachers/principals views regarding their teachers' job satisfaction in terms of work itself	196
Table 4.71 Head teachers/principals views regarding their teachers' job satisfaction in terms of supervision	198
Table 4.72 Head teachers/principals views regarding their teachers' turnover intention	199

LIST OF FIGURES

S. No.	Title	Page No.
	Figure 1.1 Conceptual framework	16
	Figure 2.1 Dimensions of Organizational Commitment	21
	Figure 2.2 Maslow's Hierarchy of Needs	33
	Figure 2.3 Herzberg Two Factor Theory Model	35
	Figure 2.4 Adam's Equity Theory Diagram	38
	Figure 2.5 Indicators of Job Satisfaction	41
	Figure 3.1 Concurrent triangulation strategy	80
	Figure 3.2 Steps involved in qualitative data analysis	102
	Figure 4.1 Normal curve of Organizational Commitment	111
	Figure 4.2 Normal curve of Affective Commitment	113
	Figure 4.3 Normal curve of Continuance Commitment	114
	Figure 4.4 Normal curve of Normative Commitment	116
	Figure 4.5 Normal curve of Job Satisfaction	117
	Figure 4.6 Normal curve of Pay	118
	Figure 4.7 Normal curve of Promotion	120
	Figure 4.8 Normal curve of work Itself	121
	Figure 4.9 Normal curve of Supervision	123
	Figure 4.10 Normal curve of Turnover intention	124
	Figure 4.11 Scattered plot of organizational commitment and turnover intention	132
	Figure 4.12 Normal distribution of residual	133
	Figure 4.13 Scattered plot of affective commitment and turnover intention	139
	Figure 4.14 Normal distribution of residual	140
	Figure 4.15 Scattered plot of continuance commitment and turnover intention	146
	Figure 4.16 Normal distribution of residual	147
	Figure 4.17 Scattered plot of normative commitment and turnover intention	153
	Figure 4.18 Normal distribution of residual	154
	Figure 4.19 Scattered plot of job satisfaction and turnover intention	157
	Figure 4.20 Normal distribution of residual	158

Figure 4.21 Scattered plot of pay and turnover intention	164
Figure 4.22 Normal distribution of residual	165
Figure 4.23 Scattered plot of promotion and turnover intention	171
Figure 4.24 Normal distribution of residual	172
Figure 4.25 Scattered plot of organizational promotion and turnover intention	178
Figure 4.26 Normal distribution of residual	179
Figure 4.27 Scattered plot of supervision and turnover intention	185
Figure 4.28 Normal distribution of residual	186

LIST OF ABBREVIATION

HLM	Hierarchical Linear Modeling
SASS	School and Staffing Survey
OCS	Organizational Commitment Scale
JD1	Job Descriptive Index
TIQ	Turnover Intention Questionnaire
SPSS	Statistical Package for Social Sciences
POS	Perceived Organizational Support
ERG	Existence, Relationship and Growth
EO	Economic Opportunity

CHAPTER 1

INTRODUCTION

1.1 Introduction

Educational organizations are considered momentous social institutions in a society. They carry an effective and directive position in a social setup. Effectiveness lies in the ideal coordination in the direction of social panorama. An adequate organizational formation is inevitable for their effective delivery. Constant policies are required to be based on systematic and technical developments. Moreover, the skilled professional with vigorous working stipulations can enhance the competence of such organizations. Their main objective is to fulfill societal needs. Man power is considered the most essential key of every organization undeniably. S/He is supposed to be trained for the great reason. Development of a competent individual forms the standard of any educational organization in this endeavor (Allen et al., 2003).

Any person's devotion and dedication to his/her job is considered a commitment. It reflects in one's target to continue in a course of action (Meyer & Allen, 1997). Success is often the result of commitment. It might lead a person to complete a task regardless of numerous hardships and distress. Commitment drives a person to rise above challenges (Soliven, 2009).

Organizational commitment is a condition in which the worker identifies with a specific organization and its objectives and wants to have a relationship with the organization (Robbins, 2001). When an employee acknowledges the values and goals of an organization; it is manifestation of his/her commitment. A person being desirous to

continue with the same organization reflects his devotion (Schmidt, 2004). This is what any successful organization demands on the part of its employees. Thus, it is the commitment of the employees of any organization and their exceptional performance that enhance organizational success. When it is carried on, the outcomes of such environment are improvement in employee's performance, retention rate, reduction in operating costs and promotion of their competencies (Liou, 2008). If strengthen, it adds to the workability of employees in order to achieve the objectives of their organization (Allen & Meyer, 1997). It is found that there is a negative relationship between turnover and organizational commitment (Blau, 2000; Robbins, 1999). Further studies highlighted that a better indicator of turnover is lack of organizational commitment, simultaneously lack of job satisfaction carried secondary place (Mowday, Porter & Steers, 1982; Robbins, 2001). Studies were carried out to measure organizational commitment in the field of education. Focal points of these studies were principals, teachers and administrators in public and private secondary schools. It was indicated that organizational commitment and environment of schools necessarily affect the behavior of principals and commitment of teachers (Balay, 2000; Hart & Willower, 1994; Olk, 1997).

On the issue of job satisfaction, numerous discussions have been made by the researchers all over the globe. The dawn of industrialization has promoted an eagerness to investigate this area. With the passage of time, researches on this topic were expanded to all types of organizations. Field of education also attracted the researchers to carry out studies focusing on job satisfaction of the workers within. The aim was to generate more dynamic and resourceful jobs. As regards, especially secondary school teachers were

premeditated. Secondary education is an important stage and demands to facilitate the teachers to make them pleased with their job status (Ali, 2011).

Job satisfaction is another research topic and has engrossed countless researchers in this area. Numerous discussions are made on it for the duration of last 50 years producing a sufficient amount of articles which are published globally (Zembylas & Papanastasiou, 2006). Such researches are carried out in developed states like United Kingdom, United States of America, New Zealand, Australia and Canada. On the other hand, some Pakistani researchers have also started such studies for producing some literature in this area. Teachers' job satisfaction is linked with the improvement of performance in schools. When they are happy with their workers, they are motivated as well (Mbua, 2003). Teachers' motivation would enhance the students' learning in a positive way. However, the teachers who are not satisfied with their job, may not generate the best outcomes and may influence achievements of the learners comparatively, it should be essential for employers in the area of education to consider job satisfaction and motivation of the teachers for strengthening their organizations (Darling-Hammond, 2003).

Any employee's well-being is determined by the assessment of his/her job satisfaction. It has been practiced in many organizations (Spector, 1995). Every job has some standards and a worker has some concerns about certain aspects of his/her job. So, teachers' concern for their job can influence their decision to stay or leave their job. Therefore, understanding teacher's job satisfaction is important for every employer (Darling-Hammond, 2003). Job dissatisfaction is a serious cause of depleting human assets, disruption of instructional programs and increased operational costs. It is

considered a major hurdle in the way of continuous school improvement. So attrition rates of teachers must be checked (Minarik, Thornton & Perreault 2003).

Turnover intention is classified as a cognizant and premeditated readiness to go away from organization (Tett & Meyer, 1993). Turnover intention means, plan to depart from an organization, and it appears to be the instantaneous precursor to leave (Ongori, 2007). Turnover intention is considered a psychological variable of the tendency to depart what is intimately linked to turnover (Janseen, 1999). It is pointed out by many researchers that turnover intention is usually endorsed in the literature as a predictor of turnover (Abdulkadir, & Orkun, 2009; Lee & Mowday, 1987; Michaels & Spector, 1982 & Mobley 1982).

There was a variety of predictors like employees' attitudes, human resources practices and demographic factors. These predictors were inspected by the turnover intention. Gender, age marital status, academic qualification and experience and marital status are included in the demographic factors (Chen & Francesco, 2000; Thatcher et al., 2002). Turnover intention had got negative relationship with age, gender and tenure which went on consistently (Francesco, 2000).

In a survey, it was reported that teachers' job satisfaction and motivation in different Sub-Saharan, Asian and African states that teachers' job satisfaction affected their performance associated with absence, lack of commitment to the organization and unpunctuality (Bennell & Akyeampong, 2007). Moreover, organizational commitment and teachers' satisfaction is not only essential for teachers, leaders, educational managers and workers but also for students in all schools of any category. Teacher satisfaction is exposed as a determinant of teacher commitment, predictor of teacher retention, and in

return, a contributor to school effectiveness (Shann, 2001). However, a new research has pointed out that numerous features were there, which were related to the higher rates of turnover. Such as discipline problems of students, insufficient support from school management, inadequate contribution of staff into school decision making and less income (Ingersoll, 2001).

Throughout the last decade, countless private schools are mushroomed, primarily in peri-urban, urban areas, but in recent times, in rural areas (UNESCO & ITA, 2013). Mostly individuals are running such schools on a for profit basis. There are less than one-third trained teachers in these schools, and are house rented buildings. These schools don't have any financial aid from the government, and meet all their operational expenses from student fee (Andrabi, 2002). Private for-profit schools differ due to location (urban/rural). Although the private sector has created a center of attention for highly qualified teachers, but these teachers are in fact not interested in teaching and are ready to quit teaching when they get another job opportunity. In the case of women, those who are with higher academic qualification and with an urban environment are normally not ready to serve in rural areas even if vacancies are available over there (Khan & Aziz, 2013).

In private secondary schools of Pakistan, teachers' turnover is a major problem. It is challenging for the school administrators to have experienced and competent teachers in their institutes. It is an evident for the mentioned problem that advertisement for secondary school teachers on regular basis is published in various newspapers. For example, in the Dawn, 5th May, (2013) there was an advertisement related to a well-known English Medium secondary school immediately needed teachers for different subjects. In these schools, recruitment process is never ended throughout the session. In

the big cities like Karachi, Lahore, Rawalpindi/Islamabad, the problems becomes worse as the teachers in these areas have more job opportunities comparatively the teachers of less congested areas (Khan & Aziz, 2013). Another research was conducted on staff turnover in the universities of Rawalpindi and Islamabad. The results indicated that teachers' turnover intention was a big issue in these universities (Zahra et al., 2013). Table 1.1 describes teachers' turnover as an issue for private secondary schools of Rawalpindi and Islamabad.

Table 1.1

Teaches' turnover and its major causes

School Type	Teachers' turnover in 2010	Teachers' turnover in 2011	Major Reasons
Islamabad Chained	84 (21%)	96(24%)	Workload and strict discipline
Islamabad Non-Chained	165 (41%)	189(47%)	Low salary and job insecurity
Rawalpindi Chained	95 (24%)	112(28%)	Workload and
Rawalpindi Non-Chained	177(44%)	201(50%)	Better job offers and no promotion criteria
Total	521(32%)	598(37%)	

(PIERA, 2012)

In current study the researcher found that in Rawalpindi and Islamabad, the turnover of teachers was a big issue for the school administrators, as the statistical evidence provided by concerned school administrators showed that almost 40-50%

teachers of non-chained schools leave the school in a calendar year while this percentage becomes 20-30 % in case of chained schools. The major reasons identified during the survey clued that teachers leave the job due to organizational commitment and job satisfaction. The data given in Table 1.1 indicated an increase of 5% (from 32% to 37%) in turnover of teachers during calendar years 2010 and 2011. It showed that teachers of the said areas might have turnover intention due to job satisfaction and organizational commitment. Hence, it was intended in this research to find out the impact of job satisfaction and organizational commitment on turnover intention of private secondary school teachers. Teachers of rural and urban areas of Rawalpindi and Islamabad were focused.

1.2 Statement of the Problem

Teachers' job satisfaction, organizational commitment and turnover intention are major issues in the field of education. Research studies conducted all over the world showed that schools are continuously experiencing teachers' low organizational commitment and job satisfaction and high turnover.

These issues tend to raise many concerns for administrators, parents and students as these have a direct effect on students' performance. In order to address these concerns, the study focused on exploring effects of teachers' job satisfaction and organizational commitment on turnover of secondary school teachers' of Rawalpindi and Islamabad.

1.3 Objectives of the Study

Following constituted the major objectives of the study

1. To determine the impact of organizational commitment on turnover intention of private secondary school teachers.
2. To examine the relationship between dimensions of organizational commitment and turnover intention among the private secondary school teachers.
3. To determine the impact of job satisfaction on turnover intention of private school teachers.
4. To check the relationship between the factors of job satisfaction and turnover intention of private school teachers.
5. To establish the demographic factors (gender, school location and school category) in terms of job satisfaction and organizational commitment of private school teachers.

1.4 Research Questions of the Study

Research questions of the study were:

1. What is the relationship between organizational commitment and turnover intention of secondary school teachers?
2. What is the relationship of dimensions regarding organizational commitment such as affective commitment, continuance commitment and normative commitment with turnover intention amongst teachers of secondary schools?
3. What is the relationship between job satisfaction and turnover intention among secondary school teachers?

4. What is the relationship of job satisfaction factors such as pay, promotion, work itself and supervision with turnover intention among secondary school teachers?
5. What is the impact of demographic variables (gender, school location and school category) on job satisfaction and organizational commitment of secondary school teachers?

1.5 Hypotheses of the Study

Following were the hypotheses of the study:

H₀1: There is no significant difference in the mean scores of organizational commitment among teachers of chained and non-chained secondary schools.

H₀2: There is no significant difference in the mean scores of organizational commitment among male and female secondary school teachers.

H₀3: There is no significant difference in the mean scores of organizational commitment among urban and rural secondary school teachers.

H₀4: There is no significant difference in the mean scores of job satisfaction among teachers of chained and non-chained secondary schools.

H₀5: There is no significant difference in the mean scores of job satisfaction among male and female secondary school teachers.

H₀6: There is no significant difference in the mean scores of job satisfaction among urban and rural secondary school teachers.

H₀7: There is no significant relationship between organizational commitment and turnover intention of secondary school teachers.

H₀8: There is no significant relationship between teachers' organizational commitment in terms of affective commitment and turnover intention.

H₀9: There is no significant relationship between teachers' organizational commitment in terms of continuance commitment and turnover intention.

H₀10: There is no significant relationship between teachers' organizational commitment in terms of normative commitment and turnover intention.

H₀11: There is no significant relationship between job satisfaction and turnover intention of private secondary school teachers.

H₀12: There is no significant relationship between job satisfaction in terms of pay and turnover intention.

H₀13: There is no significant relationship between job satisfaction in terms of promotion and turnover intention.

H₀14: There is no significant relationship between job satisfaction in terms of work itself and turnover intention.

H₀15: There is no significant relationship between job satisfaction in terms of supervision and turnover intention.

1.6 Delimitations of the Study

Study was delimited to:

1. Private schools of Rawalpindi and Islamabad.
2. Chained and non-chained registered schools
3. Working teachers (2013-14)

1.7 Significance of the Study

An integral part of the importance of this study to include information that may be helpful in strategies development to induct competent teachers wherever they are required. The speed at which teachers quit the job to practice other professions is a major problem across the country. It affects the future of the occupation and the worth of education. To overcome the depletion of teachers, many private institutions can offer incentives to motivate teachers. Policy makers would surely get assistance from the findings of this study for the development such programs. It gives relative importance to factors which affect job satisfaction, organizational commitment and turnover intention. The study would be fruitful for the head teachers also as it intended to ensure conducive environment in which the teachers may feel themselves committed and satisfied towards their jobs. Furthermore, this study would be beneficial for the private school organizations as it intends to explore the major issue of low retention rate in the private sector.

1.8 Research Methodology

Following methods were used in this study;

1.8.1 Population of the Study

All the chained and non-chained, rural and urban registered private secondary school teachers (13764) and principals/head teachers (1133) of Rawalpindi and Islamabad were the population of the study.

1.8.2 Sample of the Study

Stratified random sampling technique was used for the study. The study was divided into two sections i.e. Rawalpindi and Islamabad. The sample consisted of 860 teachers and 16 principals.

1.8.3 Research Design

In the current study, the researcher used mixed method design. There were six strategies in mixed method design but in this study the researcher selected concurrent triangulation strategy. In this strategy, both quantitative and qualitative data are collected by the researcher concurrently, and then compared the bases of these collected data to evaluate if there is convergence, combination, or difference (Creswell, 2009). Questionnaires and interviews were used to collect the quantitative data and the qualitative data respectively.

1.8.3.1 Research Instruments

The researcher used standardized questionnaires for the current study. Organizational Commitment Scale (OCS), Job Descriptive Index (JDI) and Turnover Intention Questionnaire (TIQ) were administered. A semi-structured interview was also carried out to determine the principals' views about job satisfaction, organizational commitment and turnover of their teachers.

1.8.4 Data Collection Procedures

The researcher visited the schools which were sample of the study. To collect the required data Organizational Commitment Scale (OCS), Job Descriptive Index (JDI) and

Turnover Intention Questionnaire (TIQ) were administered to the teachers working at secondary schools. Another source of data collection was head teachers/principals, with whom the researcher conducted interviews to know about their teachers' organizational commitment and job satisfaction on turnover intention.

1.8.5 Data Analysis

Organizational Commitment Scale (OCS), Job Descriptive Index (JDI), Turnover Intention Questionnaire and Semi-Structured Interview were the main tools to collect data. The data were collected then analyzed by using both quantitative and qualitative techniques.

1.8.5.1 Quantitative Data Analysis

The descriptive option of SPSS (Statistical Package for Social Sciences) was used to analyze the data obtained from the questionnaires. Similarly, linear regression analysis and independent sample t-test were carried out in the current study. To create proper understanding of the data, tables and graphs were used to present quantitative data.

1.8.5.2 Qualitative Data Analysis

Qualitative data were analyzed by using interview guides and it was based on existing sub themes. In other words, thematic analysis was used. The results of qualitative portion were intergraded into quantitative results generated from the tools.

1.8.6 Integration of Quantitative and Qualitative Results

Both quantitative and qualitative data were collected and analyzed by the researcher concurrently, and later on, integrated the two data bases by transforming the

qualitative findings into subsequent themes. The themes were then changed into counts. Therefore, these counts were integrated in description of quantitative data.

1.9 Operational Definitions

A comprehensive description of key terms used in the dissertation is as under.

1.9.1 Organizational Commitment

Organizational commitment means strong belief in an organization's values and goals, to such extent that employees desire to remain a part of the organization and remain willing to put maximum efforts for the recognition.

1.9.2 Job Satisfaction

Teachers' job satisfaction means their behavior, thinking and feelings that persist regarding the job. It can be said, if teachers show positive behavior or feel good about the job, it provides basis for description of a contented dimension.

1.9.3 Turnover Intention

Turnover intention means intention of an employee to leave the job deliberately or willingly.

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 sign of actual turnover in an organization (Zahra et. al 2013).

By this, the researcher intended 'turnover' as 'turnover intention' of private secondary school teachers.

1.9.4 Secondary Schools

The term secondary schools, in the Pakistani context, means post primary schools which offer formal education to the students who have successfully completed eight years of elementary school education.

1.9.5 Impact

Impact is marked as a strong effect or influence on someone or something (dictionary.com). Hence impact in this study refers to the influence of an independent variable on a dependent variable.

1.9.6 Chained Schools

Chained schools were included those schools which have branches country-wide.

1.9.7 Non-Chained School

Non-chained schools were those schools which have no branch country-wide, in other words the schools which had been set-up individually.

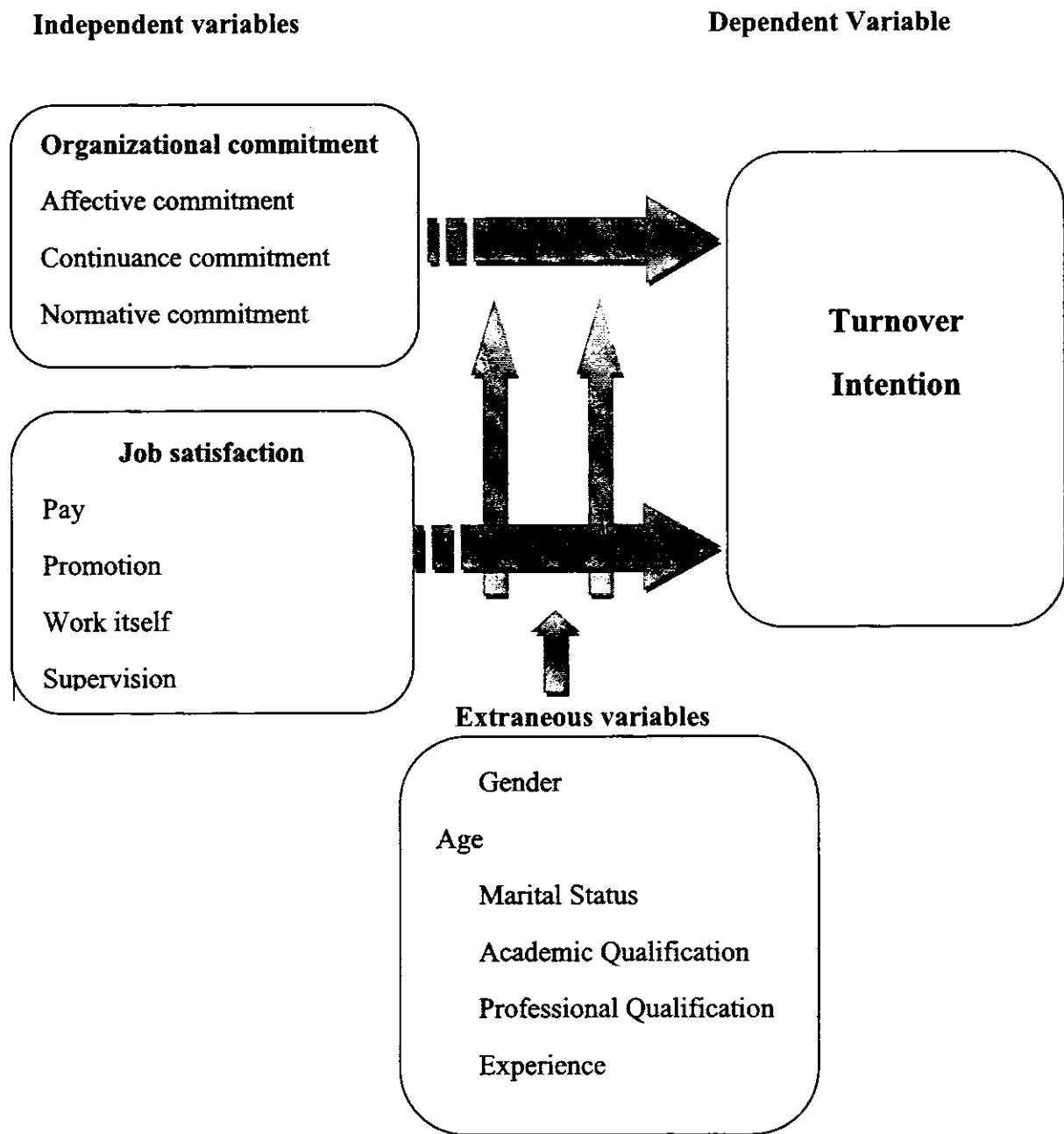


Figure 1.1 Conceptual Framework

The figure 1.1 shows the conceptual framework. It shows how the researcher apprehends the relationship between the study variables. Organizational commitment and job satisfaction are independent variables, while turnover intention of teachers was shown as the dependent variable. It was conceptualized that the independent variables might

work to improve or worsen turnover intention of teachers. For example, the organizational commitment and job satisfaction improve teachers' turnover intention, and vice versa. However, extraneous variables may moderate any effects of the independent variables on the dependent variables. For example, gender, age, location, school category, academic qualification and experience might lead to teachers' poor organizational commitment, job dissatisfaction and high turnover intention.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter is developed after reading the selected literature. The chapter is divided into three sections, keeping in mind the main variables of the study. First section deals with organizational commitment, second section is concerned with job satisfaction and the third section deals with turnover intention of teachers.

2.1 Organizational Commitment

Organizational commitment is a matter of great interest for the researchers trying to comprehend and illustrate the strength and stability of the devotion of employees working in any organization. Organizational commitment is an expression of the position which refers to the thinking and behavior of individuals for the organization (Lumley, 2010). An individual's attitude toward the organization depends upon his/her organizational commitment. It is a fact that the greater the individual's acceptance of the goals of the organization, the greater their willingness to exert more effort on behalf of the organization (Gbadamosi, 2003).k

Organizational commitment and environment of schools necessarily affect the behavior of principals and commitment of teachers (Balay, 2000; Hart & Willower, 1994; Olk, 1997). Researchers from all over the world have made numerous discussions on the area of job satisfaction. Focus of a large body of research has been organizational commitment over the last four decades. The organizational commitment is viewed as the behavior, which took the form of a result of the relationship of individuals in the

organization and led them to make the decision to become a permanent member of the organization (Meyer & Allen, 1997). Organizational commitment is also known as the degree to which people identify themselves with the organization they work for. There is a desire on the part of workers to put efforts to be beneficial for the organization and their willingness to stay in the institute for long period of time (Wagner & Hollenbeck, 2010).

Organizational commitment includes some factors such as the acceptance of the organizational objectives by the employees of that organization to make efforts for the achievement of those objectives, and a strong desire to be a part of the organization. The effectiveness of an educational institution surely depends on many factors; one of the important factors is the interaction among the manager, teachers and students who are involved in the permanent process of teaching and learning (Hoy, Tarter & Kottkamp, 1999).

Developing a better perception of the progression associated with organizational commitment has an effect on employees and organizations. The level of employee's organizational commitment will possibly ensure that they are better suited to receive both extrinsic rewards (which include remuneration and benefits) and intrinsic rewards (which include job satisfaction and association with fellow employees) related to organization (Mathieu & Zajac, 1999). Presumably, organizational commitment in general helps to reduce such behaviors, like delay and rotation. In addition, employees can be more committed to their organization, willing to participate in activities beyond their assigned roles to the creative or innovative individuals, and often to ensure the competitiveness of the enterprise in the market (Katz & Kahn 1998).

The organizational commitment and psychological attachment of the employees in a project can reduce the incidence of turnover, and the way of thinking that takes different forms, of course, individual work becomes interesting for a particular purpose they are connected to (Meyer & Herscovitch, 2002). Due to organizational commitment, the people regard as the congruence of personal values and goals with the goals and values of organizations they work for. Past performance of the organization also helps individuals in their decision to join the organization (Mowday, Porter & Steers, 1982).

Importance of organizational commitment is an evident that many studies have been conducted on organizational commitment in recent years (Hammer & Avgar, 2005; Keller, 1997; Meyer & Allen, 1997 & Yavuz, 2010). It was brought out that organizational commitment and environment of schools necessarily affect the behavior of principals and commitment of teachers (Balay, 2000; Hart & Willower, 1994 & Olk, 1997).

Above description provides theoretical framework regarding organizational commitment of employees. At this point, the dimensions of organizational commitment are worth to discuss. The detail about dimensions of organizational commitment is discussed in section 2.1.1.

2.1.1 Dimensions of Organizational Commitment

Meyer and Allen (1997) pointed out three important sub-dimensions of organizational commitment as affective commitment, continuance commitment and normative commitment.

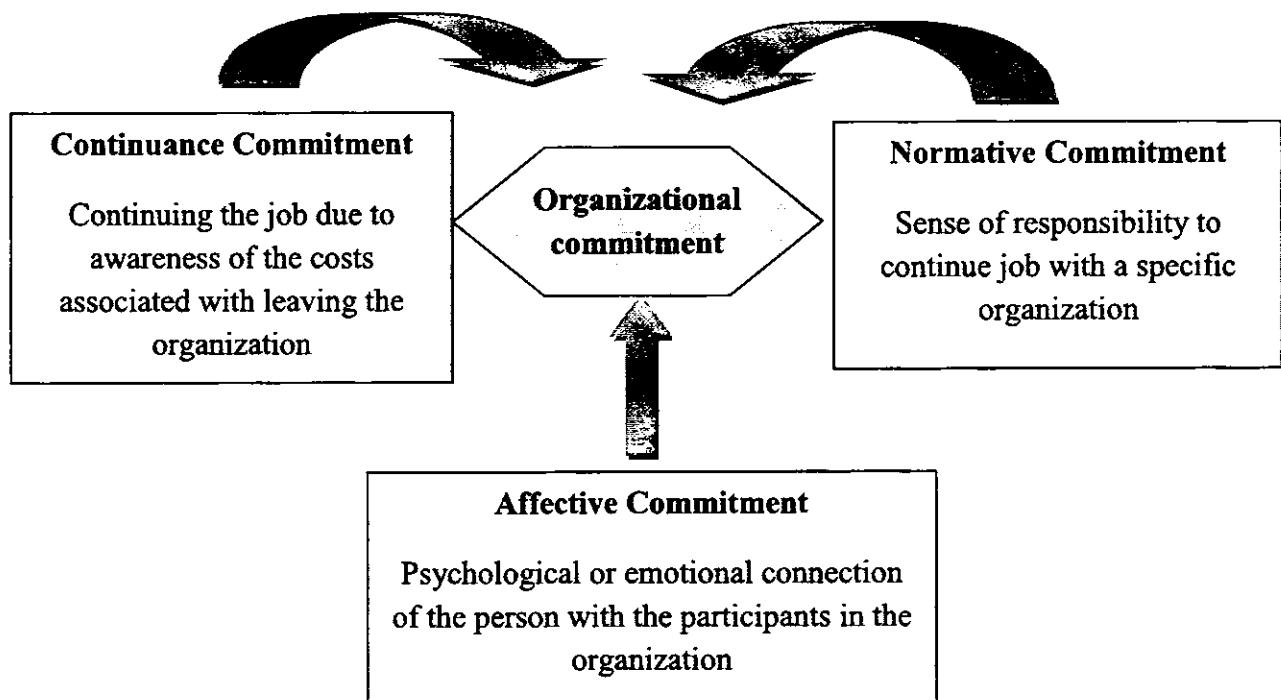


Figure 2.1 Dimensions of Organizational Commitment (Meyer & Allen, 1997)

2.1.1.1 Affective Commitment

Affective commitment is a psychological or emotional connection due to which a person identifies and takes part in the organization (Meyer & Allen, 1997). People who work at an emotional level in the organization usually remain there because they see the relationship between the individual works and feel harmony with the goals and values of the organization. It includes emotional commitment to the development of identification with the organization and absorption of the principles and rules of the organization (Beck & Wilson, 2000).

Emotional involvement is linked more strongly to positive behaviors related to work (health and civil behavior in institutions) (Meyer et al., 2002). Meta-analysis and associated outcomes of organizational commitment illustrate that the emotional

commitment is associated with the support of the organization, justice and interactive transformational leadership. It is related to the role of ambiguity negatively and related positively with emotional commitment and job satisfaction (Meyer & Herscovitch, 2002).

Behavior of an individual that contributes to the efficiency of the organization is unambiguously accepted by the prescribed reward system. The results indicate that emotional engagement can also be related to the spontaneity of the organization, fair individual behavior outside organization, regardless of the reward (George & Mallory, 2006).

2.1.1.2 Continuance Commitment

Continuance commitment is the commitment to continue job due to the awareness of the costs associated with leaving the organization. Awareness of consideration of the costs and risks associated with leaving the organization by the individual is a continuing commitment. It is a commitment to continue with a particular organization because of the money they earn as employees as a result of time spent in the organization, and not because they want to, and keep intact with the people within the organization. It differs from the emotional commitment, where individuals remain with the organization because they want to and because they are familiar with the organization and its principles (Meyer & Allen, 1997).

It is said that the commitment to continuity occurs when an employee with the organization is still to a large extent, it is necessary either for lack of substitutes or expenditures related to abandonment such as age or retirement or loss of income. As

expected, the apparent lack of substitutes or the failure in transferring education and skills to any other organization is the basic law of continuous commitment (Meyer et al., 2002).

Once an employee is facing these options that restrict the need to be with the organization may increase. However, in a research, in which the commitment levels of temporary employees to their organizations were evaluated, instead of continuance commitment, affective commitment was found higher. Perhaps, it points out that the person who needed a job (for example, a temporary worker) could face even more emotional commitment than continuance commitment in certain cases (Bruegel, Olffen, & Ranked, 2005).

Individuals with a higher level of commitment to sustainability also increased role conflict, role ambiguity and low levels of abstinence perception (Meyer et al., 2002). In a scenario, it seems like a loss of staff and organization alike, is still an employee to work steadily in an awkward position due to necessity or lack of options. Since the worker is still working in a position of need, he or she is likely to infect the Working Group. It was supported by the potential consequences of Meyer and Allen (1991) who argued that the effectiveness of the organization is dependent on the labor force which is more stable.

2.1.1.3 Normative Commitment

Normative commitment can be explained as a sense of responsibility to continue employment with a specific organization (Meyer & Allen, 1997). The internalized idea of responsibility and commitment allows employees continued membership that is appreciated by a specific organization (Allen & Meyer, 1990). Normative commitment is individually considered an appropriate moral compromise to stay with an organization,

regardless of to which extent the situation has improved the organization's performance or availability of the individuals over the years (March & Mannari, 1997).

Normative commitment to the organization maintains ownership of the person's sense of obligation. This feeling that you have to work for the organization has many associations and the same results, but in many cases, an emotional commitment to a lesser extent. Research that forms the basis of normative commitment asserts that people have a moral compass and sense of responsibility towards the organization (Marsh & Mannari, 1997). Thirty years ago, the people who were working for long period of time, did so, because they believed that it was morally correct. A person agrees to act in a way that is a personal gain, but who also believes that the course of action to be morally correct behavior. However, many changes in the nature of work occurred since the idea of a long-term commitment to organization gained fame (Marsh & Mannari, 1997).

Normative commitment can develop when the organization provides bonuses in advance to its employees, such as paying college tuition, or if the organization goes to greater length, cost of training or rent for employee (Goulders, 1996). In such cases, it is not difficult to imagine that a person will develop a sense of commitment to the organization to work on the long-term. In fact, it has been suggested that the normative commitment may better indicate the extent to which employees are aligned with organizational goals (Jaros, 1997). It was often associated with negative normative commitment with years of education, which increases the likelihood that the least educated workers will have more than the feelings of loyalty with the organization (Iverson & Buttigieg, 2000). It is believed that the work experience helps to develop the normative commitment which includes organizational support, organizational justice and

clarity of role and normative commitment to a positive relationship with job satisfaction, public participation and function (Iverson & Buttigieg, 2000; Meyeret et al., 2002).

Most of the researches have focused on the organizational commitment to the variables related to perceived work that contribute to the development of organizational commitment. Although the organizational variables explain some of the relations between workers and their organizations but most of the variations in the proportion are still unexplained. Basic individual attributes of the evolution of this commitment are such variables as locus of control or attachment style, which were reported as general patterns of engagement between people, both in the workplace and other areas. Locus of control and method of attachment with organization's commitment will be enhanced to determine whether the facility is expected to approach individual commitment to another object (Rutter, 1986).

After discussing affective commitment, continuance commitment and normative commitment as dimensions of organizational commitment, there is a dire need to discuss the determinants of organizational commitment. Section 2.1.2 provides a detail account on the determinants of organizational commitment.

2.1.2 Determinants of Organizational Commitment

Perceived organizational support, autonomy, and procedural justice are important determinants of organizational commitment (Maertz & Griffeth, 2004). These are described in the following section.

2.1.2.1 Perceived Organizational Support

Perceived Organizational Support (POS) leads to a greater commitment to the organization; particularly emotional attachment to the organization is an important factor for determining organizational commitment (Palo, 1997; Gouldner, 1996). According to social exchange theory, POS contributes to feelings of commitment to support the organizational goals (Gouldner, 1996). Organizations that invest in staff show and learn about the contributions of employees. They are trying to establish a relationship between social exchange and staff (Allen & Griffeth, 2003). Current Perceived Organizational Support can make the employee confident that support feelings may be impending in the future; these expectations of forthcoming support may cause more favorable estimates that one will meet future career goals within the organization, thus reducing turnover(Maertz & Griffeth, 2004).

2.1.2.2 Autonomy

The autonomy affects organizational commitment because autonomy is the primary intrinsic motivation (Deci & Ryan, 1985). There is positive relationship between autonomy and commitment to the organization and autonomy is a strong indicator of commitment (Rosenholtz, 1989; Rosenholtz & Simpson 1990).

2.1.2.3 Procedural Justice

Procedural equity induces faith and confidence in the employees that the organization will distribute rewards fairly and equitably. If this faith and confidence is not met, then employees will withhold input (effort) and will seek employment

somewhere else (Folger & Konovsky, 1989). The idea that a positive correlation between the output and input are the same for all the people in the relationship is denoted as equity. This exchange rate is monitored continuously by individuals within the organization with perceptions of unfair trade that affect the performance and morale (Hertzberg, Mausner, & Snyderman, 1967).

Section one clearly describes organizational commitment, its dimensions and determinants regarding organizational commitment of the employees. The second section of the review of the related literature is related to job satisfaction of employees which is further divided into sub sections like concept of job satisfaction, teachers' job satisfaction, theories and variables related to job satisfaction.

2.2 Job Satisfaction

Job satisfaction has become a well-studied area which has engrossed many researchers in the field of education. Numerous fruitful discussions are made on this topic throughout last 50 years producing a large number of articles which are published worldwide (Zembylas & Papanastasiou, 2006).

Job satisfaction is the feeling of a person after performing a task. To the extent that a person's job fulfills his dominant needs and is consistent with his expectations and values, the job will be satisfying. The level of job satisfaction seems to have some relation with various aspects of work behaviors such as accidents, absenteeism, turnover and productivity. Numerous studies showed that low absentees were more satisfied with their jobs. Less satisfied employees are more likely to quit their jobs than more satisfied employees. Job satisfaction is said to be the strongest predictor of

turnover intention (Martin, 2007). There is a close relationship between employee satisfaction and turnover. If there is a drop in worker's morale and job uncertainty, he is to be expected to depart the organization (Loveday, 1996).

Stress and job dissatisfaction emerge as compelling reasons for teachers abandoning their careers (Hill & Barth, 2004). Workplace conditions form key factors in determining job satisfaction. Job satisfaction among new teachers is a severe problem for school systems throughout the world; this problem is not likely to be resolved until those, who are involved in the decision making process affecting teachers' working conditions make some major changes (Millet, 2005). Organizational environment clearly affects job satisfaction; a satisfied teacher is more likely to find self-fulfillment and commitment in the role (Norton, 1999). Commitment is one of many variables that may be considered a predictor of job satisfaction but it remains unclear whether enhanced job satisfaction leads to greater commitment, or greater commitment leads to increased job satisfaction. It may be possible that commitment and job satisfaction evolve simultaneously (Billingsley, 2004).

Unlike research on job satisfaction of teachers in developed world, long time is required for developing nations to pursue the urbanized ones closely on this aspect. Every job has some standards and the worker has some feelings about certain aspects of his/her job. So, teachers also have the same thinking and their feelings lead them to decide whether to stay or leave their job. This has led to the belief that understanding teacher's job satisfaction is important for every employer (Darling-Hammond, 2003). Job dissatisfaction, being a serious cause of depletion of human capital, disruption of instructional programs and increased operational costs has become a major hurdle to

continuous school improvement. So the attrition rates of teachers must be controlled (Minarik, Thornton & Perreault 2003).

Job satisfaction is not at all new in the science of organization and organizational behavior. It is one of the issues which attracted the attention of scientists in this field. Numerous studies have been done on this topic for more than six decades and thousands of articles have been published regarding it (Zembylas & Papanastasiou, 2006). Performance in the schools will never improve if there is no consideration for the job satisfaction of teachers. If employees are motivated to work in the organization, they will provide services to the employer and customers with high efficiency and effectiveness (Mbua, 2003). It means that motivated and satisfied teachers are more likely to have an impact on student's learning in a positive way while otherwise that may have a negative value. Research tells us that job satisfaction has the support of the United Nations and it is to be considered preferably for all their workers (Werther & Davis, 1999). It refers to the employees' love for his /her work. A person with a high degree of job satisfaction has a positive feeling toward his/her work, while, persons who are not happy with their job may negative attitude (Robbins & Coulter, 2005). Some scientists believe that job satisfaction is an emotional reaction to the working conditions, which is often determined by the degree to which the results exceed expectations (Luthans, 2005; Mansouret et al., 2011).

Therefore, job satisfaction the extent to which the employee works in line with the expectations of the results (Khan, 2006). More precisely, it is a pleasant emotional state resulting from the evaluation, feedback and emotional attitudes towards the workplace (Wikipedia, 2014).

TH - 16287

As per the demand of the research it is worth to discuss job satisfaction related educational organization. Section 2.2.1 reveals job satisfaction of secondary school teachers.

2.2.1 Teachers' Job Satisfaction

Job satisfaction for new teachers is a challenge for educational administrators because this issue cannot be resolved until major changes are not made in the decision making about teacher's work, teacher's preparation and responsibilities (Millet, 2005). When teachers are needed for rejuvenation, they are interested to know precisely what it takes to replenish their personal resources if the classroom itself does not provide what is needed (Williams, 2003). Through in-depth interviews with twelve teachers, Williams found that highly satisfied teachers credited talented administrators who provided the proper level of challenge and support needed for their schools to become creative and productive places. Teachers have become members of the learning community, fostered by proactive principals and administrators and have feelings of collegiality. They were able to meet the strong personal needs for autonomy and creativity in the individual ranks of those same teachers (Williams, 2003).

At this stage it is more important to go through various theories regarding job satisfaction of employees. The purpose of this exercise is to provide a sound theoretical background regarding job satisfaction of secondary school teachers.

2.2.2 Theories of Job Satisfaction

Job satisfaction has been interpreted by many scholars in different ways. There are three which are the most prominent. The first theory is of content to which one's need

to grow at the individual level indicates job satisfaction. While second is the process theory in which job satisfaction is to meet expectations of high morals. Third category of theorists is the most considerable situational-conceptual theory to which personal traits play a vital role regarding job satisfaction. The individual and the organization have the interactive properties. These three theoretical frameworks have been worked out again and again by many researchers. This section aims to highlight the major theories of different scholars in order to have better understanding of job satisfaction.

2.2.3. Content Theories

Regarding human needs of growth and self-actualization the most significant work is done by Abraham Maslow and his hierarchy of needs. Job satisfaction was based on his five-tier model of human needs. At the lowest level, you need basic life sustaining needs such as water, food, and shelter etc. The next level consists of the need for physical and financial security, while the third one involves needs for social acceptance, belonging and need to be loved. The needs at the fourth level pertain to need for respect, need for personal autonomy and recognition of self-direction. According to Maslow, these individual needs are in a logical order. One must meet basic needs first, before those at the higher level. Then, once the basic needs are met, they no longer serve as catalysts for the individual behavior. The more a job allow for growth and acquisition of higher level needs, the more likely the individuals to report satisfaction with his or her job. Moreover, the motivation of the people depends on the recognition of the needs and helps the individual to meet those needs (Maslow, 1959).

2.2.3.1 Maslow's Hierarchy of Need Theory

Maslow also used the study of phenomenon of teacher's job satisfaction. His theory of hierarchy explains in detail what teachers mean with job satisfaction and those who are eager to work hard to achieve their goals (Maslow, 1959).

It can be categorized in five classes which are as under:

- Basic desires: there are some basic desires like salary, protection and assurance etc. these things are guaranteed for job security.
- Protection desires: protection desires may include job safety and advantages such as life insurance etc.
- Societal desires: these include good mates, peer group and superiors and customers.
- Admiration desires: these are the desire for recognition of services and due respect.
- Self-recognition: there is a desire for doing tedious projects and chances for advancement and creativity training.

Visual concept of Maslow's Hierarchy of Needs, is given in figure 2.2.

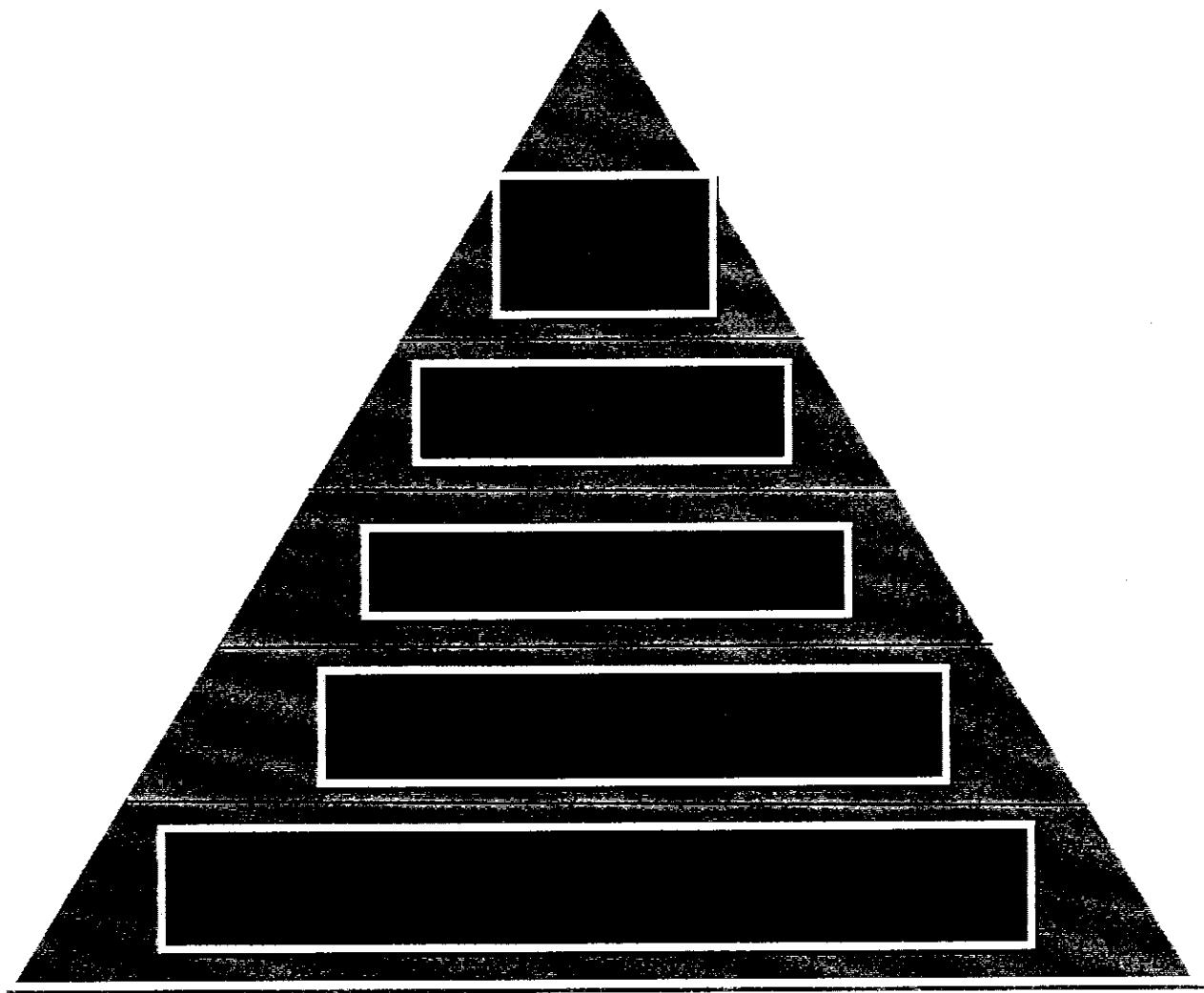


Figure 2.2 Maslow's Hierarchy of Needs (Maslow, 1959)

The first three are characterized lower level needs whereas the last two are higher order needs. In the organizational setting, physiological needs are reflected in the needs for adequate salary to guarantee one's survival. Safety needs are security needs and security from threats and hazards. Social needs include the needs of interaction with other faculty members and peer group. In the workplace, these requirements affect the desire to maintain good relations with colleagues, and to participate in working groups and a positive relationship with supervisors. Self-esteem is the desire for honor, reputation of the person which is influenced by appreciation, achievement and recognition. Next one

refers to the desire for self-realization. It means bringing people together to develop personal creativity and job satisfaction. They try to develop their potential and become a better person. The people may be provided the opportunity to be creative, necessary training to be provided to meet the need of self-realization (Maslow, 1959).

Building on the theories of Maslow, Frederick Hertzberg (1974) suggested that the work itself could serve as a considerable source of job satisfaction. His approach led to the aforementioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on the other one. Hertzberg's theory showed that work characteristics which were generated by dissatisfaction, were quite different from those which were created by satisfaction. The hygiene factors are extrinsic variables such as working conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will not be satisfactory. There are also the hygiene factors which are good for efficient work because the absence of such factors would result in inefficiency. Besides, it is the dedication of the workers which promotes spirit of satisfaction. It helps them to continue efficiently even without any stimulus. The very nature of job satisfaction is dependent on the external functions in relation to efficiently meet the needs.

2.2.3.2 Hertzberg's Motivation-Hygiene Theory

To elucidate teachers' job satisfaction, Hertzberg (1967) building on Maslow's work. Maslow identified that there are two elements, Motivators and Hygiene factors. These are the factors that seem to make person feel happy and satisfied with their jobs. Factors that seemed to make person disappointed were connected with the jobs, are called hygiene factors. It means that the hygiene factors keep employees at work. Some

examples of hygiene factors are: salaries and status, security and surveillance, and company policy. Some examples of the motivation factors are the work practices relevant to the appointment such as difficult job, achievement, and work itself, recognition, responsibility which promote the growth opportunities at work (Beardwell, 2001). The hygiene factors are the contextual factors whose presence prevents job dissatisfaction while motivational factors promote job satisfaction. Figure 2.3 given below describes visual concept of Hertzberg's two factor theory.

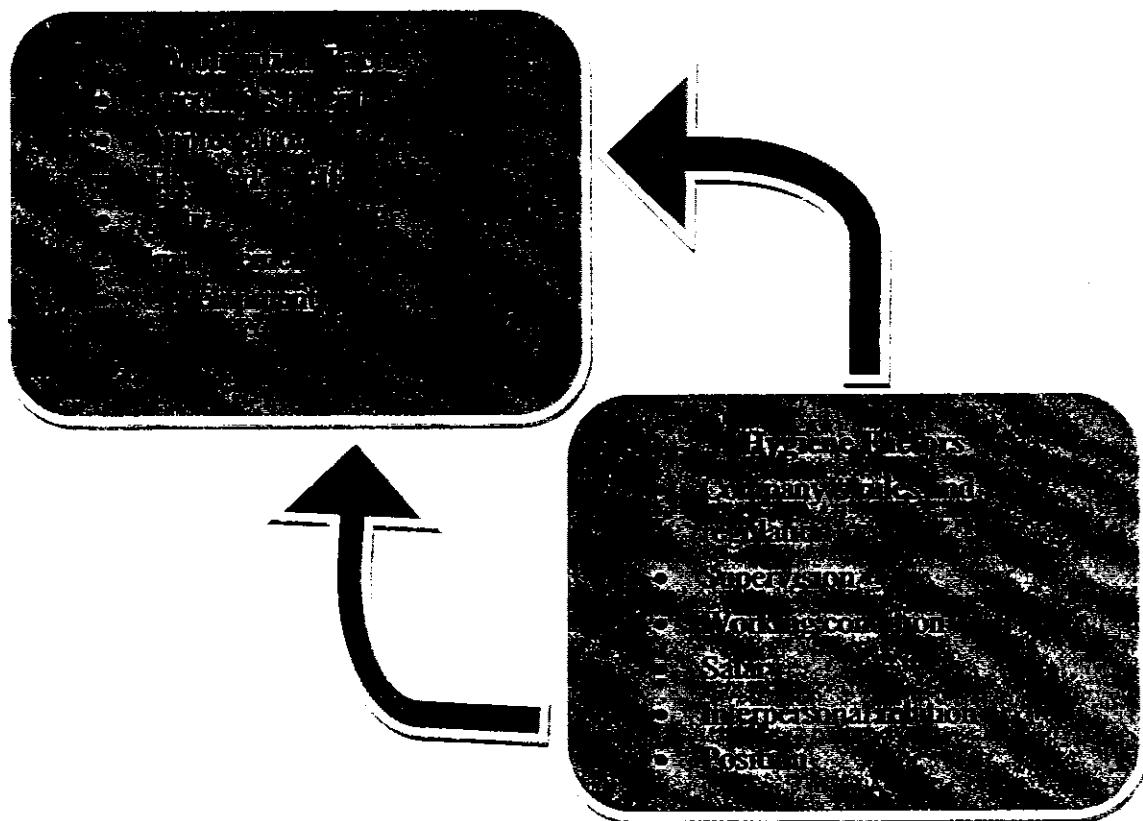


Figure 2.3 Hertzberg two factor theory model (Hertzberg, 1967)

Hertzberg argued that the factors that affect the job satisfaction and dissatisfaction of teachers are different. The factors that contribute to their satisfaction include

recognition, achievement and responsibility whereas factors contributing to the dissatisfaction with the school are management rules, personal relationships, supervision and personal life (Chandan, 2001).

To sum up, in order to increase teachers' job satisfaction, presence of hygiene factors is necessary but not sufficient. Motivating factors must also be present to make teachers satisfied with their job.

2.2.3.3 Alderfer's Theory

Alderfer (1972) found evidence for only three levels of needs (ERG): The existence needs, the relationship needs and growth needs. The existence or survival needs and relationship needs that deal with social interaction. Growth needs are desire to achieve and develop one's potential and the internal facets of ego fulfillment (success and autonomy). Although, Alderfer (1972) found that sometimes there was the evolution of one stage to the other, which limits overlaps and people can move from one level to another without fully meeting the first (Salancik & Pfeffer, 1977). He gave the idea that people make up their work to meet the unmet needs that give purpose and direction to persons' behavior and the idea was appealing for many social scientists (Alderfer, 1972).

2.2.4 Process Theories

The relationship of job satisfaction with expectations and values is seen in the Process theories (Gruneberg, 1979). These theories of job satisfaction indicate that workers choose their behaviors to meet their needs.

2.2.4.1 Adams Equity Theory

Adam undertook the study of the perception of the staff about status of work. It had an effect on the motivational level. He propounded the equity theory as a result of comparison of these factors. This took into consideration the work results of the staff and input needed therein. The comparison was also made between the efforts of the workers. If there were same results of the comparison, other similar inputs were expected to be utilized fairly and the employee's retention can be affected by their education, experience, ability and effort. The results also depended on the wages and promotion of the staff along with other benefits and bonuses. There were also strong and significant relationship between results and inputs of every person independent on others. Thus, an employee with higher qualification and better efficiency would be dissatisfied if a less educated and inexperienced person is employed with same salary resulting in higher rate of turnover (Adam, 1963). Figure 2.4 describes visual concept of Adam's Equity theory.

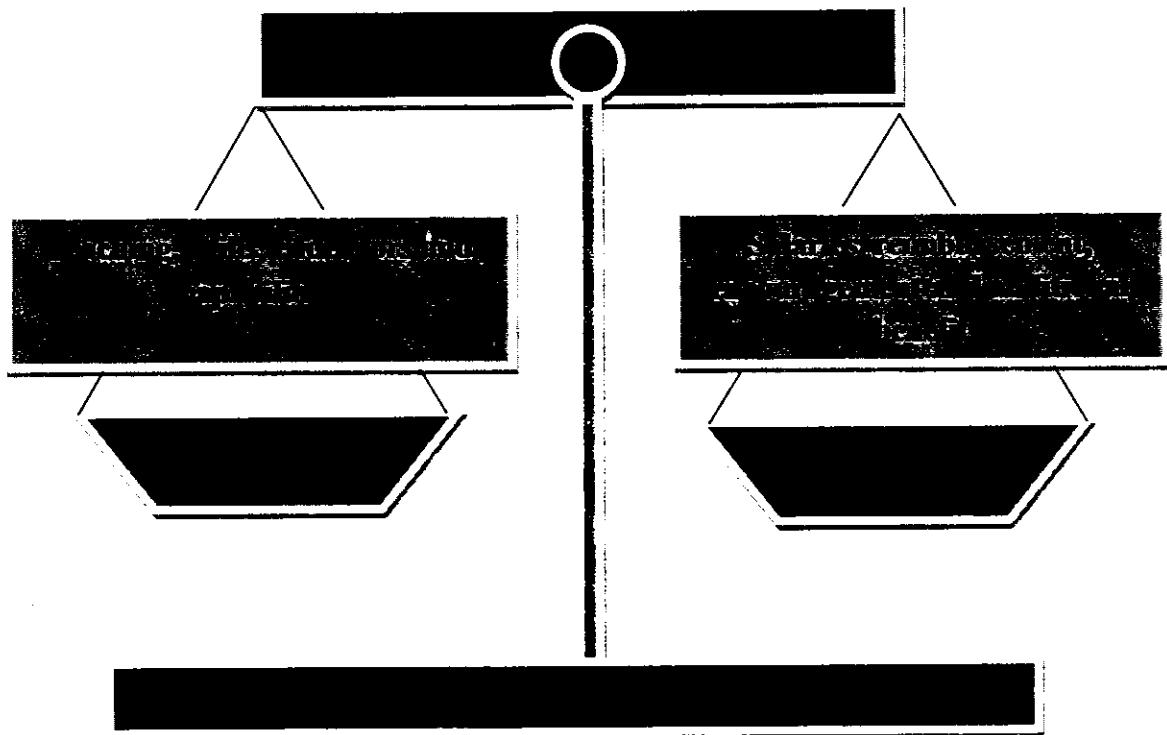


Figure 2.4 Adam's Equity Theory Diagram (Adams, 1963)

It is the theory of justice which motivates employees to remain loyal to their organization. This is possible only if there is equality among the employers with respect to their efficiencies. Inequalities may result in higher rate of teacher turnover (Adam, 1963).

2.2.4.2 Vroom's Theory

The essence of this theory is that if workers put more effort and better performance at work, then they will be compensated accordingly (Vroom, 1982). Contradictions that occur between the expected and the actual performance lead to dissatisfaction with the result of punishment. If employees received less than expected or felt as if they were treated unfairly, it can cause dissatisfaction. In contrast, if the employees received more than expected, it can lead to sense of guilt (Gruneberg, 1979).

Vroom's theory went a step further to include the personal decisions of the individual in the workplace. Vroom developed an equation in three variables to determine job satisfaction scientifically. The first variable was the perception of the individual how well he or she can perform a specific task. The second variable of the equation and it refers to the person's confidence that he or she will enjoy the benefits of performing the task. The third variable is the expected reward to the employee. When the three factors have high values, the workers are motivated to work on the job. If any of the factors were low, there is a decline in employee motivation (Vroom, 1982).

2.2.5 Situational Theories

Following are the situational theories

2.2.5.1 Situational Models of Job Satisfaction

The Situational Occurrences Theory of Job Satisfaction was established by two factors: situational characteristics and situational events. Both are unique in that situational characteristics are those important aspects that the person evaluates before accepting the job. These include promotion opportunities, working conditions, and monitoring and company policies. Assuming the importance of these factors, these characteristics are often communicated during the interview or published in promotional materials. On the other hand, situational events focus on those aspects that are typically not pre-evaluated. These are unexpected occurrences that typically arise when the job is accepted. These can be positive or negative. The situational characteristics are fairly stable work environment aspects and situational accidents are relatively transient. Moreover, theory says that job satisfaction is a function of the events of the situation and

situational characteristics and any particular factor may lead to job satisfaction or job dissatisfaction (Quarstein et al., 1992).

Above mentioned theories about job satisfaction indicated that job satisfaction of the teachers included factors like income, work itself and supervision. These indicators are explained further in the following.

2.2.6 Factors of job Satisfaction

An inclusive evaluation of literature that classifies the factors of job satisfaction comprise: working environment, salary and co-worker (Robbins, 1999). Likewise, if you have adequate and sufficient instruments, educational opportunities and reasonable work load, has a remarkable impact on job satisfaction (Ellickson & Logsdon, 2001). It is identified by some other scientists that sources of job satisfaction in the work place and relationship with the other staff members, salary, promotion, supervision and policies and plans of the company, promotion, wages, support and progress (Shah & Jalees, 2004). Work, salary, supervision, and endorsement are some of the major determining factors of job satisfaction (Luthans, 2005). Figure 2.5 indicates the visual concept of factors of job satisfaction.

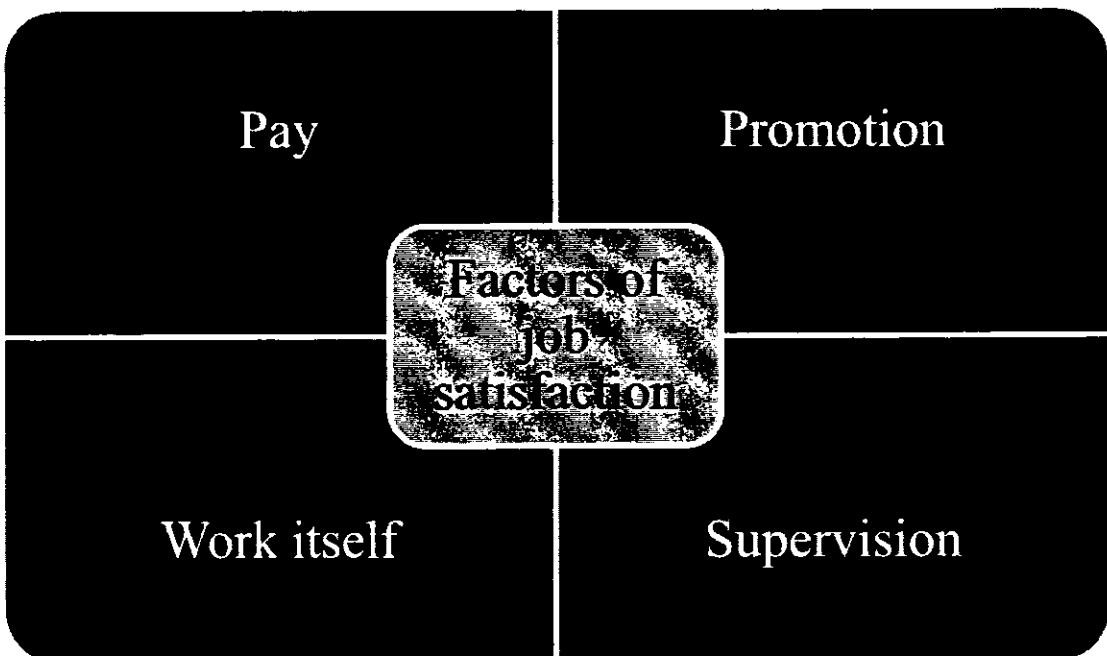


Figure 2.5 Indicators of job satisfaction (Luthans, 2005)

2.2.6.1 Pay

Job satisfaction has a closer relationship with pay. It is directly proportional to a certain extent to the latter. Reward on work is in diverse form like salary or additional benefit for the employees (Dessler, 2005). That was theory of reinforcement which became the base for the high achievements. Aim of this theory was affiliating the performance with pay premising on the techniques of organizational behavior adjustment. This is the structural phenomenon in which employees' behavior is measured in accordance with the results of their performance (Perry et al., 2006). Compensation influence job satisfaction of employees in the public and private sectors (Getahun et al., 2007).

Salary is one factor that contributes to job satisfaction among teachers. Schools, districts that are unable to offer competitive salaries face critical disadvantages when come to hire and retain teachers. As poorer school districts compete for teachers, equity implications also become apparent (Billingsley, 2004). Billingsley proposes that one of the most important issues surrounding teacher quality is the failure of school systems to provide attractive salary to outstanding teachers. Schools must provide special incentives above and beyond normal compensation and benefits as enticements for teachers to remain in the system and to improve job satisfaction (Norton, 1999).

2.2.6.2 Promotion

People acquaint with their desires of motivation for the help of organizations' performance more than the employees' salary. These desires are to offer opportunities for amplified social status, personal development and more jobs. When an individual gets a real assessment, he/she acquires sort of recognition leading to job satisfaction. It also intensifies the insight of employees to the perfection of their job and improves both organizational commitment and job satisfaction (Luthans, 2005). Employees, who are having golden opportunities to show the progress of participation at higher degree in the work desires to look for such recompense, of course, if employees are not availing developmental opportunities, they will be unsuccessful to have its outcomes (Manzoor et al., 2011).

2.2.6.3 Work Itself

A rigid environment has a influential impact on both workers happiness and production. It has a very strong effect that can overcome the influence of driving the front

line properties (Beach, 1998). Some scientists have examined that job satisfaction of employees is highly dependent on ecological factors, rather than the qualities that needed even better working environment mode (Tellaet et al., 2007). Study has pointed out that poor work situations effect job satisfaction negatively (Tsigiliset et al., 2006). Rahamanet et al., (2009) states job satisfaction is figured out by how often one exceeds or meets hopes well. Such practices and policies persuade satisfaction and indirect motivation. If safety and health program are strictly imposed, they can give workers and supervisors a sense of security from industrial health risks and accidents (Werther & Davis, 1998). Thus, the evaluation of the working environment is considered the most significant factor of job. It is broader in meaning and can be easily implicated, as both invisible and visible pedagogical variables are there (Bodla & Naeem, 2008; Manzoor et al., 2011).

Numerous researches have focused on identifying specific contributors to teachers leaving the profession. Workplace conditions have historically been identified as key factors in determining job satisfaction for teachers, and many teachers leave their jobs as a result of job dissatisfaction. Norton (1999) indicates that the resulting job satisfaction impacts significantly on teacher attrition. Several researchers have reported similar results, and some of the key factors that cause teachers to quit their line of work are: lack of organizational support, inadequate induction, feelings of isolation, lack of student discipline, support from community, lack of motivation of students, lack of teacher preparation, unsafe working conditions, low level rewards for skill and knowledge and lack of staff development (Minarik, Thornton, & Perreault, 2003).

Age, certification, experience, and substandard preparation routes appear to be the most consistent predictors of teacher attrition (Hill & Barth, 2004). Research efforts

consistently link systemic job satisfaction issues to special education. Special education teachers reportedly are more unprotected to early attrition and less subject to retention than their regular education counterparts because of many reasons associated with job satisfaction, and many others that are unique to their specific jobs (Billingsley, 2004). Similar research efforts conducted by Houchins, Shippen and Catrett (2004) affirm that attrition rates of teachers working in institutional settings far exceed those reported in other educational settings such as clinics. Gersten, Keating, Yovanoff and Harniss (2001) surveyed 887 special educators and found that job design, coupled with perceived administrative and collegial lack of support, led to high attrition among these teachers. Their research identified several critical factors necessary to keep special educators from leaving their positions and keeping them satisfied with their jobs. The results of this research emphasize that professional development opportunities and support from the administration and fellow teachers must be provided (Gersten et al., 2001).

A growing body of evidence suggests that teachers who lack adequate initial training are more likely to quit their occupation because they are not satisfied with their job. Many systems easily hire new teachers or teachers certified marginally to fill vacancies. These teachers are often inadequately prepared for what lies in store for them. As a result, the sites that are controlled by these individuals will soon become vacant again (Darling-Hammond, 2003).

Financial terms of the activities of the goods and services that generate are the value. In response, the employees are paid wages that enable them to purchase food, clothing, shelter, and other facilities. Labor is the title of social importance that meets the societal demands of the people (Beach, 1998). The staff members who perform tasks, that

have a choice of high-efficiency and independence are significantly more satisfied with their jobs than their counter parts that perform duties that are not according to the quality level of those (Bajpai & Srivastava, 2002). Workers want to choose careers, where there are opportunities to utilize their expertise and capabilities and provide different tasks, independence, and the answer is how they are doing well (Malik et al., 2010).

2.2.6.4 Supervision

According to organizational opinion, monitoring is considered main feature in both behavior management system and performance. Monitoring is the most essential component in payment and reward system, and conducting effectual supervision is an important component in such kind of performance system with a protected job satisfaction for workers (Koh & Neo, 2000). Factor of job satisfaction is related to an individual supervisor. The employees of public sector were found to be less liable to think about their superior as supportive (Marginson, 2003). The study illustrates that senior staff members can play a vital role in promoting confidence, and consequently performance output. For example, reactions of supervisors will surely have a very strong effect on self-respect through the supervisors' reactions to the ideas recommended by the other staff members (Malik et al., 2010).

The research indicates that institutions with high poverty level face more tough time to retain teachers. Pay is a significant feature in such environment. Teachers in schools serving higher concentrations of low-income students earn on the average, less than one-third of high-income schools. These teachers have fewer resources; practice

poor work condition, and face anxiety at work with pupils and relatives with countless needs (Darling-Hammond, 2003).

In any profession, the process of ensuring the quality of the profession is fairly simple (Billingsley, 2004). Differential pay for quality performance, regardless of years of service, could offset attrition of new teachers. Higher salaries for better-quality teachers would not only encourage more teachers to stay in, but it would also bring higher-quality applicants. Thus, higher standards for admissions into the teaching profession would assure higher-quality applicants and higher continuance rates for high-quality teachers (Billingsley, 2004).

Above mentioned description of job satisfaction and its indicators pointed out a strong relation between job satisfaction and its indicators to turnover intention of employees. The third part of review of related literature is related to turnover intentions. Purpose of this study was to find out the relationship between these factors. So, it was worth quoting here the detailed review related to turnover intention of the teachers.

2.3 Turnover Intention

Intention to quit refers to the possibility to quit the organization by the workers (Bigliardi, Petroni & Dormio, 2005). Workers with high extraction of the organization's intentions, which means that employees have high turnover intentions (Mowday et al., 1982). Someones' intention to quit also reflects the possibility that the individual wants to change his/her job at a certain stage which is an instantaneous ancestor of real turnover (Park, 2009).

Ajzen and Fishbein (1991) and Igabariaand Greenhouse (1999) found in their researches that intentions were direct determining factors of the real behavior. The researches showed that applicants' behavior is probably that he/she will quit the organization (Gregory, 2007). It is observed that workers have ideas or intentions by arranging holidays that quit the organization. The workers' statements that he/she actually want to quit the organization or left the organization (Park & Kim, 2009). It is proved that behavioral intention of quitting is a strong predictor and important precedent of turnover in all areas (Gregoryet al., 2007). Carmeli (2005) states that earlier researchers also agreed that the intention of leaving is identified as a strong predictor of real turnover of staff members.

Results of different researches by the previous researchers have shown that there were numerous factors reflected to actual turnover. On the other hand, a comparable relationship between these factors and workers' intention to quit the organization has not been assigned the deserve attention (Mobley et al., 1998).

Results of diverse previous studies had proved that workers' actual intention was having a strong relation to their intention to quit the organization (Horn, 1992 & Hutton, 1998). Actual turnover was anticipated to increase as the intention increases (Mobley et al., 1998). Instead of actual turnover, the term turnover intention is used as in universal theory of planned behavior by Ajzen (1991) suggested that behavioral intention was a high-quality predictor of real behavior and in meticulous earlier researches have effectively demonstrated that behavioral intention to quit was constantly interrelated with turnover (Mobley et al., 1998 & Newman et al., 1998). Intentions offered a good

clarification of turnover as they encompassed people's judgment and perception (Chiu & Marie, 2003).

Turnover intention is researched by many scholars. Some of the factors that contribute towards turnover intention of the employees are discussed below.

2.3.1 Economic Opportunity

Theoretically, (EO) economic opportunity is important because even though an individual might have depressing and harmful approaches (lower level of organizational commitment and satisfaction) may quit the job if he/she has better economic opportunity. The link between turnover intention and actual turnover is a complex phenomenon and involves perception of teachers about possible job alternatives (Boudreau & Judge, 1994).

Labor economists have demonstrated that turnover rates and overall employment conditions were strongly associated at the aggregate level (Price 1977). However, these macro-level findings did not explain the underlying processes and reasons because of that individuals quit, which required a different construct from industry turnover rates (Rousseau, 1989). Regulatory studies indicate that the economic opportunities and the alternative perceived can affect the actual turnover at the individual level to moderate the relationship between the actual intentions of turnover (Muchinsky & Morrow, 1993).

2.3.2 Shocks

In the analysis of 1200 "drop" in various industries, Holtom, Mitchell, Lee and Inderrieden (2005) found evidence that the rush of events, or shocks was the immediate cause of turnover, compared with no job satisfaction. According to mobility studies on

teachers, personal factors significant in life and the actions of the school staff represent a large percentage of turnovers (Ingersoll, 2001). A large percentage of teachers that changed schools for one year to the next cited. These two reasons as major contributors to their turnover: 33% of teachers listed personal factors and 41% listed school staffing (Ingersoll, 2001).

Turnover intention is directly related to actual turnover of the employees. Section 2.3.3 describes actual turnover of employees unfolding various research studies regarding causes of actual turnover of the employees within an institution.

2.3.3 Actual Turnover

Hom and Griffeth (1994) defines employee turnover as an intended terminations of workers from organization. Staff turnover according to Singh et al. (1994) is the rate of change in the staff members of a concern throughout a defined time. White (2003) states that employees turnover is the net result of the entrance and exit of some staff members in organization. According to Kossen (1991) turnover is the movements' amount of in and out of workers in any organization. Workers turnover is the rotation of employees in the labor market, among firms, jobs, and professions, and between the states of unemployment and employment (Saiyadain, 1996). Employee's turnover that can take place in every organization may be either involuntary or voluntary. Voluntary turnover refers to suspension instigated by the workers whereas in involuntary turnover workers have no option in the suspension as it may be occurs because of moving out of the country, long term illness, employer-initiated termination or death (Heneman, 1998). Turnover is usually referred as a person's expected probability whether they will continue

or not in any organization (Cotton & Tuttle, 1986). Numerous terms are used for workers turnover like mobility, attrition, quits or progression and quit (Bigliardi, Petroni & Dormio, 2005).

Many studies outside education refer to employee turnover as individuals ceasing their membership within an organization (Hom & Griffeth, 2000). As mentioned earlier, studies examining teacher retention and mobility often use various definitions of teacher turnover (Murnane & Olsen, 1990). Studies that focus on school organizational issues referred to changes in a teachers' school employment as turnover (Ingersoll, 2001). And, some studies distinguish between different types of teacher turnover, accounting for overall attrition and, movement between and within districts (Lankford et al. 2002; Elfers, Plecki, & Knapp, 2006).

Though quantitative research examining teacher mobility using regression analysis usually treat teacher turnover as a dichotomous variable, either at the school level or at a macro level of attrition from a state's public education teacher workforce (Murnane & Olsen, 1990). The nature of teacher mobility, and its implications for the strategic management of human capital at various levels of education, warranted a more nuanced approach of accounting for multi-nominal turnover outcomes, that is, from one year to the next, a teacher staying in the same school, moving schools within the same district, moving out of a district, exiting the teaching profession in the public school system or moving vertically within the system that is for example, into an administrative role. These different mobility categories capture a more fine-grained picture of what sociologists refer to as "turnover" and what labor economists refer to as "labor mobility" (Murnane & Olsen, 1990).

From a sociological perspective, turnover is the scale of individual's movement across the association boundary of a communal system (Price, 1977). Actual determination of membership boundary in a social system is a complex task; typically being assessed by three criteria: definition, interaction, and official sanctions. An individual may be considered part of an organization if the person defines himself or herself as such. Second, the boundary of membership may be determined by the frequency of interaction between individuals. Third, membership can be assessed by whether an individual is subject to official sanctions of the system. From this perspective, turnover involves crossing the membership boundaries of an organization. Though, most turnover research avoids this abstract concept of group membership and assigns membership based on payment from an organization (Price, 1977).

Above mentioned studies regarding actual turnover of employees glimpsed about various types of employees' turnover. To have a clear vision about turnover of secondary school teachers, it is valued to discuss several types of turnover of employees.

2.3.4 Types of Employee Turnover

Following are the types of employee turnover.

2.3.4.1 Voluntarily Versus Involuntary

Any employee may abandon his/her organization voluntarily or involuntarily, as per situation. The former means that the employee him/herself wants to leave whereas in the latter case, the employer termination. There are several different bases for such kind of separation from any organization. Some of these are dismissal, long sickness, death etc. (Pisciotta, 2000).

2.3.4.2 Internal Versus External

Turnover can also be classified as external and internal. In the latter, there is a change of nature of job within the same organization. This may result in both positive and negative feelings. If the new task increases morale of the worker, there would be positive feelings. On the other hand, the negative feelings would be the result of relational disruption of the workers. The effect of internal turnover is just like that of the external turnover. To control these kinds of turnovers, recruitment policies and the succession planning must be done which could be quite promising (Draper & Taylor, 1998)

2.3.4.3 Trained Versus Untrained

It is commonly observed that there is higher rate of turnover of the unskilled employees such as untrained or less qualified teachers as they are usually on contract basis. They do not have the same benefits of job as the employees who are permanent. This is the cause of their separation from the job and adjusts themselves somewhere else with better job rewards. There is an ease for the employers regarding this kind of turnover as they hire the new ones. Contrary to this, the higher turnover of the trained employees shocks the business and the organization gets deprived of the human capital. The skills, training and acquired knowledge add to the worth of the workers. There are a small number of such specialized people who can be re-employed as their separation from any organization can be harmful for it. Their replacement is sometimes too hard and costs the organization too much if they have been on the key posts in it (Farkas, 2000).

After going in-depth regarding the concept of employees' turnover it would be beneficial to go through various theories regarding teachers' turnover at secondary level.

2.3.5 Theories Related to Teacher Turnover

Human capital and learning by choice, professional or social theory, are the basic concepts related to turnover of teachers. To be brief, the human capital theory assumes that some people make the analysis of the costs and benefits of entry, stay or leave the job.

2.3.5.1 Monetary Benefits

According to the theory of human capital, and the return on investment in education and training for the teaching profession as monetary benefits (health/life insurance and pensions) are clear. This training makes people more productive and it is associated with higher wages. Trained teachers will be less likely to quit (Baker, 1993).

It relates closely to the quality of job satisfaction. Like other professionals in the United States, vast majority of teachers wait for a specified time to pay salaries. Under the pay scale, all teachers are certified in accordance with the schedule. Generally, all teachers who are in the school district, not considering of the circumstances of their schoolwork, get paid the same salary schedule. Therefore, teachers with less pressure naturally tend to gravitate to jobs, working conditions and higher wages (Baker, 1993).

2.3.5.2 Non-Monetary Benefits

Financial benefits for teachers with non-financial benefits that affect career decisions are one of the major factors. A large amount of the literature, about working conditions refers to the non-financial advantages (Grissmer & Kirby, 1987; Baker, 1993 & Black, 1997). Working at the school level and circumstances often work in conjunction with the financial benefits (Theobald & Gritz, 1996 & Ingersoll, 2001). Compared with

cash benefits and working conditions, previous studies had received less attention (Hanushek, Ken & Rivkin, 1999).

2.3.5.3 Benefits of Training

Formal education and orientation programs, vocational training programs, and professional development of human capital also affect the employee turnover. In human capital, training as investment can be tagged as specific or general (Kirby & Grissmer, 1993).

2.3.5.4 Social Learning Theory

Social learning theory and human capital and of career decision to apply the principle of personal qualities and earlier positions (social learning practice) and ecological determining factors emphasize the interaction among people (Chapman, 1984). Four types of factors effect employment decisions: genetic endowment, special abilities and events, the environmental field experts (professional training and learning and training), and the entry of any specialized IT resources (range and standards, values, habits, emotions, skills, perceptions and cognition) (Krumboltz, 1979).

Chapman and Green (1986) explained abandon model: (a) teachers (age, gender and race) (b) the environmental learning (the personal qualities required by the GPA and grade, the quality of teacher training and program performance), (c) learning experiences (the quality of education and participation, student teaching) (d) Education (values and teaching skills, abilities and accomplishments) in merger social, professional, (f) external influences.

2.3.5.5 Dual-Element Theory

People usually work with the different sources of satisfaction and dissatisfaction. Conceptual difficulties associated with job satisfaction occur because preliminary research is not done regarding any definition of the term (Evans, 1996). Job satisfaction seems only a comprehensive ideology (Farkas, Johnston & Foleno, 2000). Some of the negative aspects of compensation, and some of the positive components of education and individual preferences and the importance of each component also affect job satisfaction. However, the financial benefits of the job satisfaction of the teacher are very important effect on the self-perception (Farkaset al., 2000; Fraseret al., 1998; Perie & Baker, 1997). Moreover, lack of professional development, low social esteem, policy change and often a lack of facilities responsible for the teachers who are not satisfied (Prince, 2000).

Like the field of economics, education especially in the private sector is highly characterized by demand and supply of educational stockholders e.g. the teachers. Hence it is of immense importance to discuss labor market characteristics of private sectors institutions.

2.3.6 Labor Market Characteristics

Current market conditions and the training of teachers in various teaching jobs have a direct impact on their decisions on hiring teachers (Ehrenberg & Smith, 2003).

Higher education and training, and incentive compensation plan, in an apparent attempt to increase efficiency and achieve better results encourages teachers (Ehrenberg & Smith, 2003). Usually the best teachers are not financially rewarded (Goldhaber, 2001; Hirsch, 2005; Sanders & Rivers, 1996; Darling-Hammond, 2000). Fair compensation

system and the opportunity cost to recruit and retain teachers in subjects such as math and science is difficult (Hassell, 2002; Price, 2004).

Unlike other specialized personals, more qualified or competent teachers can educate only the same number of classes and students throughout a working day like any other tutor in the same institution. Because of contractual requirements in bargaining agreement, we can't and don't put extra students in one classroom just because that teacher is more experienced, more affective and obviously has more academic degrees (Cohen, Vogel & Smith, 2007). Therefore, in a supposed year overall requirement of teachers for any special class depends on the size. In some areas, with the rapid growth of enrollment, situation is worse (Price, 2004).

The theories regarding turnover of employees indicated many factors which influence actual turnover of the teachers. Following are some important factors related to turnover of private secondary school teachers.

2.3.7 Factors Related to Teacher Turnover

Details are given related to factors of teacher turnover.

2.3.7.1 Salary

In perspective of teachers shortage at national level, some institution in the districts have implemented different retaining and recruiting and retaining techniques in recent time, most of the techniques are similar to those that pervade the private sector. In addition to basic wages increase (across the total pay planed for all teachers who are in the same organization), some districts and states have also granted supplementary financial incentives for higher certification or targeting particular files, geographic areas or subject that practice severe problem of supplying teachers. In addition, schools, states,

school districts, and even individual institutions have offered partnership programs, no refunding of student loans, special housing and mortgage arrangements, and other ways to induce more concern of fresh teachers and young college students in the teaching job (Ken & Rifkin, 1999).

For many citizens, it is incontestable that financial reward is the most important rationale for work, it doesn't matter what other obsessions or motivate co-exist for the career. Previous literature has exposed less or more constant viewpoint regarding salary impact or an increment in salary on decision to carry on teaching profession (Brewer, 1996; Hanushek, Kain, & Rivkin, 1999; Ingersoll, 2001; Stinebrickner, 1999). Generally, the lower teacher attrition is associated with a higher salary, but the result is a small stipend varies within the flocks features. More salary results for teachers to stay longer in the field of education (Mornan & Olsen, 1990).

Several researches on the impact of salaries on retention of teachers were conducted. High school class in 1972 and a study using longitudinal data and changes in wages and policies that affect the occupation of person, education structure and strengthen aspects of non-financial study analyzing the effectiveness of potential (for example, cutting the proportion of teachers in schools for students) suggested course to increase wages. Educational policies that target the salaries of teachers and education policies results seem to be the more effective, and (at least in terms of the ratio of students per teacher) To recruit and retain qualified teachers for salary may be necessary to attract but it was not enough to keep the teachers in the schools but many of the teachers prefer better working conditions (Stinebrickner, 1999).

2.3.7.2 Working Conditions

The teaching job has more attractions as compared to other occupations. So, the teachers keep making ongoing assessments of their job. There is a close association between the teachers' satisfaction and working conditions. Many sociological and psychological researches have carried out on teachers' work place conditions using qualitative methods (Hoberman, 1993; Olsen & Anderson, 2007; Rosenholtz & Simpson, 1990; Wideen, Mayer & Moon, 1998). As far as the role of working conditions regarding turnover of teachers is concerned there had been undertaken by very few researchers where the data were gathered from teachers staying in or leaving the schools. However, the subject has recently attracted many researchers who found out the interrelation between condition of place of work and teachers' turnover (Baker & Smith, 1997; Ingersoll, 2003). These researches generally applied factor analysis and logistic regression models for working conditions and teacher retention (Ingersoll, 2001; Weiss, 1999). Results have been quite reliable though some indicators of working condition were diverse, such teachers who were not satisfied with working conditions, were not interested to carry on teaching as an occupation. Moreover, it was also revealed that teachers were prone to abandon schools paying them low in order to join more benefitting schools financially (Loeb & Luczak, 2005).

The effects of organizational conditions on teacher retention were investigated by (Ingersoll, 2001). He used the data from 1993-1994 schools and staffing survey. The exploratory factor analysis led to the extraction of four factors for working conditions. These were advanced salary facility influence, administrative support, and faculty influence and student discipline problems. Ingersoll came to the conclusion that these

four factors were responsible for his/her rates of turnover. There was also found difference of self-reported commitment amongst teachers who were working. It was less in secondary school teachers rather than the schools which are combined and was high in urban areas teachers (Ingersoll et al., 1997).

An explanatory analysis of personnel information of all new teachers of public schools showed that there were different trends in teacher career path choices and inequalities. Another factor is that of qualification i.e. turnover rates are higher in more competent teachers. They leave the organization or keep on migrating to other districts. The type of school also affected the differences in turnover rates significantly. The turnover rate is higher in schools of urban areas. The schools left by the teachers usually had 75-100 percent greater number of nonwhite schools as compared to those where they transferred (Lankford, Loeb & Wyckoff, 2002).

Hanushek, Ken and Rifkin (1999) had the same findings that the teacher's had preference for the students with specific traits along with salary. It was difficult for the schools with academically disadvantaged students to retain teachers. On the other hand, the high achieving schools suffered little turnover. The data collected from institutions and recruitment survey (1990-91) and teacher follow-up survey (1991-92) had also similar conclusion i.e. teachers preferred to teach in such schools where there are a few non-experienced teachers and very low percentage of students who are in minority. The survey evidenced that teachers could not treat all students at equal level. Some were preferred to others. A typical Texas teacher could never avoid favoring higher achieving non-minority students (Shane, 1997).

The main conclusion of this research is to check the culture of school and leadership and assess the key factors that predict high training and the commitment of teachers to teach, and plans to stay Education (Weiss, 1999). The impact of loaded class rooms and other aspects properties were on teachers' turnover (Mont & Rees, 1996).

The inclusion of features like size of classroom and the number of classes which are taught, allocated to areas outside the scope of class time and the ratio of ratification in teachers' salaries, and personal characteristics and the characteristics of the area model to replicate the results of changes in the attributes of high school teachers rotation. The results of the study indicated that class weight traits were significantly correlated to the job turnover. An average size of class and to teach against one's area of specialization was found to be positively linked with the job division of teachers in high schools. On the other hand, it was concluded in this research study that, calculating average size of class, the number of classes which are taught seemed to have no consequences on separation rates of teachers (Weiss, 1999).

Literature review on turnover of teachers indicated that mainly two types of working conditions elements were there. One could be illustrated as organizational conditions which were obsessed by the policy, behavior of teachers, behavior of administrator, support from administration, influence of teachers' on school policy, autonomy of teacher in the classroom, involvement of parents and collegiality. The other was mostly linked with general and demographic traits of school/district features that were mainly outside the policy control ; number of students with low performance, poor students and students in minority. By including demographic and generic traits in the models of analytical regression, earlier researches have given some information regarding

relationship between number of students and turnover of teachers. Though, these researches were failed to take out the influence of factors of working conditions that were acquiescent to policy influence by integrating demographic variables into models of regression (Loeb, 2005).

2.3.7.3 Teacher Professional Development

The professional training of teachers is specially focused in United State (Jacob & Lefgren, 2004). Almost seventy percent of teachers essentially join teachers' development programs to become better skilled in their subjects area by adopting latest methods of teaching (Parsad, Lewis & Knight, 2001). Long-lasting professional development is required as many teachers are not adequately prepared the academic content that students are supposed to learn and institutions are demanded to teach different students according to higher academic standards than ever in composite, ever changing cultures and societies. The extraordinary level of on-job training would meet the need of increasing the content knowledge of teachers. The activities for this included graduate studies, conferences, workshops, observation and advanced studies (Guskey, 2003; Knight, 2002).

Professional development for teachers can provide personal and professional growth opportunities, and increase the capacity of effectiveness. These tests also increase opportunities for interaction with colleagues, for a new vision of teaching and learning, new ways of assessing student learning, the development of new teaching methods or in a class or how to integrate technology into education (Parsad, Lewis & Knight, 2001).

Professional development of teachers is a way to increase professionalism in teachers, which has a very positive affects on their dedication and retention in the

profession and school. Though, earlier researches were related to professional development of teachers. Focus of these studies was to identify feature of an affective program of professional development and to examine the relationship between teachers' instructional practices and participation in professional development activities (Angrist & Lavy 2001; Desimone et al., 2002; Guskey, 2003; Kennedy, 1998; Smith, Desimone & Ueno, 2005).

A relationship was found between teachers' professional development and their retention. Few researchers examined how the organizational qualities affected this relationship. Input into decision making and level of association also affected the relationship however indirectly (Rutter & Jacobson, 1986). It was concluded that the teacher training programs could reduce teacher turnover through increased commitment (Lewis, 1998; Rosenholtz, 1990).

Smith and Rowley (2005) observed the same subject and they examined the direct relationship between teacher retention and professional development programs. They used HLM analysis with the 1999-2000 SASS. A strong relationship was found that these programs reduced turnover especially where the teachers were influential in making school policy. These development programs can make the teachers more valuable both for their present organization and for the other ones. Some studies concluded that such programs more likely influenced turnover intention (Parent, 1999 & Veum, 1997) whereas some studies found its positive impact on turnover intention in present profession (Feldman, 1996 & Trevor, 2001). Besides it, the relationship between job satisfaction and work place training was positive (Schmidt, 2004; Tansky & Cohen, 2001).

The present literature on the effect of professional development of the teachers towards job satisfaction and turnover is not sufficient. The subject needs closer examination hypothesized that the teachers participating in the professional development activities would prefer to continue in the same organization.

2.3.7.4 Teacher Characteristics

Personal and professional characteristics of the teachers have a profound impact on teacher retention: demographics, gender, age and career advancement in place and subject to the qualifications and experience to determine the commitment to education (Bobbitt, Lech, bleach & Lynch, 1994; Ingersoll, & Bobbitt, 1995; Mornan, singer, Willett, Kemple, & Olsen, 1991). It seems that there are some demographic characteristics that predict significantly from the rotation, with the exception of age. Some other research studies have concluded that age of teacher is extremely influential, which indicates that older and younger teachers quit at more higher rates than teachers of middle age (Grissmer & Kirby, 1997 & Ingersoll, 2001). Teachers with specific academic fields, especially in math and science were the most difficult to maintain because of the availability of good-paying professional alternatives Math and science teachers are more prone once the effects of the school and organizational characteristics are controlled (Ingersoll, 1999 & Weiss, 1999).

Many researchers concluded that higher degree rates were directly proportional to the turnover i.e. higher dropout (Ingersoll et al., 1997; Kirby et al., 1999; Theobald, 1990). On the other hand, some others found that teachers had a lower degree to leave (Adams, 1996). A few researchers stated that the advanced certificates also stimulate the

teachers to change schools or abandon the job (Boy, Bobbitt & Cook, 1997; Henkeet al., 2000 & Chen, 1995).

2.3.7.5 School Characteristics

Another factor stimulating turnover in educational organization is that of school characteristics. These include school level, student economic condition and locality, etc. Different studies have found different results. In the urban schools, teacher attrition rate had been the highest (Smith & Ingersoll, 2004). The situation in rural public schools is opposite i.e. turnover was least (Ingersoll, 2001). Retention rates are higher in schools with high percentage of minority and students with low-performance (Hanushek, Ken, & Rifkin, 1999; Lankford, Loeb & Wyckoff, 2002).

Some researchers suggested that there was an opposite relationship between the school size and the level of teacher turnover. Some studies have also found out that teachers of private school are more satisfied than the teachers of public schools (Ingersoll & Rossi, 1995). Yet another factor of teacher attrition as studied by some other researches is the level of school like elementary or high school (Morman, 1991; Chen, 1995 & Weiss, 1999). The morale of middle school teachers was lower than that of high school teachers. The latter ones could declare that they were about to leave the profession (Weiss, 1999). High school teachers were little satisfied as compare to elementary school teachers (Perie & Baker, 1997).

Turnover has been a core issue discussed by many research especially in the areas of management sciences and social sciences. Many researchers suggested various ways to reduce turnover which ultimate quality improvement in any institution. Section 2.3.8 discloses several ways to reduce turnover in private secondary schools teachers.

2.3.8 Reducing Turnover

The interviewing and recruitment procedure must be done in a proper way as an effort to reduce turnover of workers. Turnover can be accredited to poor selection practices on the part of a particular manager, department, or even a corporation. Salary policies should be reviewed by the organization at least once in every two years duration by doing a wages survey. It can be beneficial to stop the vigilant and dedicated workers in the organization (Dario et al., 1989)

In reference to the suggestions of Demato (2001) showed that wages and supervision played a significant role to reduce the intent of rotation. Malkovich & Boudreau (1997) pointed out that the institution is involved in reducing turnover rate may consider increment in salary, which can make the work even more satisfactory and clarify the requirements of performance. Karelet al. (1992) also have same point of view with Dario, they suggested that organization can put some programs into practice concerning reasonable and fair structure of wages, chances for upgrading and worker accusation process to increase job satisfaction and as a result reduce the turnover intention .

Furthermore, in a national survey by the Director of Personnel Management in the United States reported that programs like training and supervision of the communications and careful analysis of the evolution can reduce worker turnover (Pigors & Myers, 1999).

Staff turnover is indicated as the most significant feature which affects the quality of any organization. Section 2.3.9 explores the impact of staff turnover on the quality of proceedings in any organization.

2.3.9 Impact of Staff Turnover on the Organization

Turnover has significant effects on the organizations. Therefore more attention has been devoted to it by many researchers (Cantrell & Saranakhsh, 1991; DeMicco & Giridharan, 1987; Dyke & Strick, 1990; Denvir & McMahon, 1992). There were negative effects of higher turnover on the workability and profitability of an organization. It needs to be supervised in a proper way (Barrows, 1990; Hogan, 1992; Wasmuth & Davis, 1993). Every worker has got some importance and his/her decision to leave the organization would affect it in one way or the other. Organizations cannot afford losing human capital as it entails manifold costs to them. Moreover, the outputs are ultimately affected as well as are maintained at the cost of overtime payment. Turnover has also psychological and social effects along with the economic ones (John, 2000).

There are some other costs which are also the result of turnover. These are lost productivity, lost sales etc. it clearly indicated that profitability of organization is affected by turnover. If it continues unchecked, the organization could suffer from irreparable losses (Gustafson, 2002). It usually happened that turnover causes productivity drop as a result of job understanding by the new workers (John, 2000). Turnover costs too much to the organizations. So, mismanaged and unchecked turnover was affecting the organizations adversely in terms of human capital and its liquidity position (Meaghan, 2002).

The theoretical framework discussed so far in chapter two indicated various factors that are related turnover of secondary school teachers. The major factors included organizational commitment and job satisfaction which influence turnover of employees. Next sections provide relationships among all these factors.

2.3.10 Organizational Commitment and Job Satisfaction

The valuable work results like job satisfaction and performance have strong and positive relationship with organization (Angle & Perry 2001; Hunt, Chonko & Wood, 2005; Mowday, Porter & Dubin 1994). The more the employees were satisfied the more is their level of organizational commitment and job satisfaction. They feel at home, stay with the organization be punctual and do well for the profitability of their organization (Aamodt, 2007).

Job satisfaction and employee retention has strong correlation on empirical basis (Kotze & Roodt, 2005). Types of work and its variety, autonomy of job, social environment of job, and opportunities to exceed in career rewards and bounces are key factors which add to the organizational commitment of the employees (Reggio, 2009).

Organizational commitment and job satisfaction had been studied very deeply by many researchers. These are the antecedents of the workability of employees. The universities which are at work to produce human capital for intellectual development of the whole nation. In any educational organization teacher is the pivotal person with several responsibilities at his workplace (Allen & Meyer, 1996). If more there will be more commitment and job satisfaction of teachers, there would be the better results of universities. So there was dire need of understanding the behaviors of the teachers (Parker et al., 2005).

2.3.11 Organizational Commitment and Turnover Intention

Previously conducted studies pointed out that statistically significant relationship between organizational commitment and turnover intention was there. Significantly

negative relationship between organizational commitment and turnover intention was also found. Many researches had concluded the same (Greenhaus, 1995).

2.3.12 Relationship between Job Satisfaction, Organizational Commitment and Turnover Intention

The intervening variables in the turnover process are commitment with the organization and job satisfaction. The findings of several studies proved that there was a deep connection between commitment with the organization, job satisfaction and turnover intention. It can however, not be denied that there is a significant relationship between organizational commitment and turnover. It should be noted that the tenure of the respondent was also responsible for growth or decline of this relationship. Job satisfaction and commitment with the organization predicted turnover intentions (Martin, 2007).

Previous researches indicated strong effects of demographic variables on job satisfaction, organizational commitment and turnover intention. Section 2.3.13 signposted the relationship of demographic variables with all these factors.

2.3.13 Effects of Biographical Information on Job Satisfaction and Organizational Commitment and Turnover Intention

Among various causes of job satisfaction, organizational commitment and intention to carry on with or abandon the company, the personal attributes have also been found as a source of determining them. These are age, gender, qualification and experience etc. (Guba & Lincoln, 2000).

2.3.13.1 Age and Job Satisfaction

Many researches carried on this subject, have contradicting findings. To some, age and job satisfaction had positive linear relationship which to others they had negative linear relationship. Some of the researchers concluded that there was zero relationship between the two variables. The older employees were found less inclined to job dissatisfaction than the younger ones who always looked for better opportunities and better benefits (Sarantakos, 1998).

2.3.13.2 Age and Organizational Commitment

Researches on this issue had different results. A significant positive relationship was found as well as no relationship between age and commitment. It was the affective commitment which had positive relationship with the age of workers (Guba & Lincoln, 2000).

2.3.13.3 Age and Turnover Intention

There had been consistent results of researches on the relationship between age and turnover. The youth was found more inclined to turnover their older workers (Gorard, 2003).

2.3.13.4 Gender and Job Satisfaction

Gender is considered an important indicator of job satisfaction. Experimental studies have suggested job satisfaction levels of employees. The study results indicated that some of the women and men were pleased and contended with the work they did and no significant difference was found in the degree of satisfaction with the job (Martin, 2007). The women were happier with the low wages and the responsibility and therefore, their expectations were lower (Mowday, 1981). It was found by some researchers that

gender related differences were perceptible in terms of extrinsic behavior articulated by male respondents only, whereas in general job satisfaction revealed in the results from female respondents only (Hancock, 1998).

2.3.13.5 Gender and Organizational Commitment

Gender and organizational commitment had also been studied at length by many scholars. The results had been contradictory. To some, the female workers showed more committed than their male colleagues. While some researchers concluded that the men were more commitment to their job than women. Some researchers also indicated that no relationship was found between organizational commitment and gender (MacNealy, 2009).

2.3.13.6 Gender and Turnover Intention

There was no effect of gender on the turnover intentions as found in some researches. However, it was also found that there was negative correlation between the two variables i.e. the female workers were more inclined to turnover than the male ones (Martin 2007; March & Simon, 1998).

2.3.13.7 Marital Status and Job Satisfaction

Job satisfaction and marital status do not have any relationship as found in researches. The results have also been inconclusive regarding this; some have found that marital status affected the job satisfaction quite positively. Married workers illustrated even more job satisfaction than bachelors (Martin, 2007).

2.3.13.8 Marital Status and Organizational Commitment

The married people, according to some researchers have more financial responsibilities to manage their families which force them to continue their job with the present organization. So, marital status has correlation with the commitment level of the workers i.e. at higher level than that of bachelors (Frey et al., 2000 & Henry, 2002).

2.3.13.9 Marital Status and Turnover Intention

The rate of turnover of the married workers had been found with inconsistent effect. To some, turnover intention was having a little or no effect of marriage. Whereas some other researchers found that between two variables, there was no significant difference. The researchers also revealed that married workers intended higher to stay on than the single ones (Martin, 2007).

2.3.13.10 Qualification and Job Satisfaction

Academic qualification had an impact on the job satisfaction. Those who were with higher qualification had lower rate of satisfaction. On the other hand, the employees with lower qualification and with no performance or additional skills had the highest level of job satisfaction. When the qualification is high, it stimulates to keep looking for better opportunities which continuously threatens the employers. The less educated are comparatively easy to be satisfied. Yet some other studies found it contradictory i.e. the higher the qualification, the higher is the job satisfaction (Kish, 1995).

2.3.13.11 Qualification and Organizational Commitment

Like the previous details, the results of different researches were conflicting. There was found inverse relationship of education with organizational commitment. While, some concluded that highly qualified employees showed more commitment to

their job. Yet some other researchers found that two variables have little or no relationship (Martin, 2007).

2.3.13.12 Qualification and Turnover Intention

The studies produced varying results of the relationship between academic qualification and turnover intention. Thus, it remained non-conclusive. There was also found significant positive relationship by some researchers between the two variables. Some others found no relationship at all (Henry, 2002).

2.3.13.13 Work Experience and Job Satisfaction

There is no parallel to experience. Some researchers pointed out that job satisfaction and tenure had no relationship at all. On the other hand, some concluded in their researches by stating that the increase in the tenure of job meant increase in overall job satisfaction level (Martin, 2007).

2.3.13.14 Work Experience and Organizational Commitment

Continuance and affective commitments were closely related to the tenure of job satisfaction. Some analyzed that the prolongation of tenure of employees in organization heightens their level of organization (Meyer & Allen, 1997). On the other hand, some researchers found that two variables do not have a significant relationship (Martin, 2007 & Roodt, 2004).

2.3.13.15 Work Experience and Turnover Intention

Tenure and turnover have significant positive linear relationship as shown in a member of researches. Turnover intention gets weakened with the passage of time in the same organization. Thus, the researchers found positive correlation between the two variables, like others, these two variables have also been claimed as having contradictory

findings i.e. according to some scholars, both gave no significant relationship (Leedy & Ormrod, 2005).

2.4 Summary

This review of the literature has attempted to draw a theoretical framework of the relationship among job satisfaction, organizational commitment and turnover intention. In a nut shell, review of literature determined whether and to what extent the teachers' organizational commitment and satisfaction are related to their turnover intention. The concept of turnover intention may be more important in the near future as the quality of education strongly influenced by teachers' commitment to their job, satisfaction at their work places and retaining in the educational institutions. Chapter three discuss in detail the methodological procedures to find the relationships between aforesaid variables.

CHAPTER 3

METHODS AND PROCEDURES OF RESEARCH

3.1 Introduction

Chapter three describes in detail research methodology and research design used in this research. The main objective of the current research was to examine the impact of organizational commitment and job satisfaction on turnover intention of private secondary schools of Rawalpindi and Islamabad. This chapter is divided in different sections: (a) research paradigm, (b) research methodology, (c) research design, (d) population of the study, (e) sample of the study, (g) quantitative approach, and (h) qualitative approach.

3.2 Research paradigm

A suitable paradigm is needed to be selected before choosing the appropriate methodology for research, because every stage of research is affected by the paradigm, from settling on the research problems to analyze and interpret the data (Denzin & Lincoln, 2000; Easterby et al., 1991 & Mertens, 2005). The paradigm is defined as a set of fundamental principle or beliefs that direct a research. There are numerous diverse paradigms in the field of social sciences and they differ in term of their fundamental theoretical suppositions. So, it is obligatory to comprehend the postulations for each paradigm in order to find out the appropriate paradigm. The requisite philosophical postulations are methodology, ontology and epistemology (Denzin & Lincoln, 2000; Guba & Lincoln, 2000; Neuman, 2003; Creswell & Clark, 2007). Ontology alludes to the

nature of actuality and what can be identified about it. Epistemology alludes to the nature of the relationship between the learner and what can be learnt. Methodology alludes to the research methods or techniques or research techniques that are applied to acquire knowledge (Guba & Lincoln, 2000). Ontological conviction of the study turn around the research problem that teacher turnover existed in private secondary schools of Rawalpindi and Islamabad while epistemological conviction of the study discusses that there might be a relationship between organizational commitment, job satisfaction and turnover intention of the private secondary school teachers. Three foremost paradigms are thrashed out for methodological belief, namely pragmatism, constructivism and positivism (Creswell & Clark, 2007).

3.2.1 Pragmatist paradigm

Numerous attempts have been made in the field of social sciences to create a central point between the constructivism and positivism positions. Howe (1988) speculates the application of a diverse paradigm named 'pragmatism' to oppose a connection between method and epistemology. He describes that the pragmatist's concept supposes that qualitative and quantitative methods are compatible. Usually research question is considered more important by the Pragmatist researchers, than the paradigmatic assumptions or methodology approach that trigger the research technique (Tashakkori & Teddlie, 1998). Pragmatists think that both qualitative and quantitative methods are useful. Tashakkori and Teddlie (1998) state, that it depends upon researcher's question that either he will use quantitative or qualitative method (or both). Knower and known are supposed to be interactive at some points, although at others, one may more simply stand apart from what one is being studied (Tashakkori & Teddlie,

1998). According to positivists there is an external reality, pragmatists have the same opinion regarding external reality but they refute that there is an absolute truth (Tashakkori & Teddlie, 1998; Creswell, 2003). As quantitative and qualitative data collection and analysis are used in this study, which provided even better summary of the existing problem. Therefore, this study can be placed in this paradigm because both qualitative and quantitative methods are applied.

3.3 Research methodology

A research methodology is a model which requires hypothetical principles as well as a structure that gives guidance and instructions about how research is conducted in the context of a fastidious paradigm (Sarantakos, 1998). There are three approaches that appraise the collection of data in any research that are the qualitative, quantitative, and mixed methods approach (Creswell & Clark, 2007; Tashakkori & Teddlie, 1998).

3.3.1 Mixed Methods Design

Qualitative and quantitative approaches are combined in mixed-methods approach. Creswell (2003) states that, in 1959 this idea was originated that different methods should be used at the same time in a research, when Campbell and Fiske applied various methods to check the validity of psychological attributes. There are numerous terms which are used for this approach, like, integration, quantitative and qualitative methods, convergent validation, multi-method/multi-trait, synthesis, triangulation, and convergent methodology. Recently, the term mixed methods is used by the researchers (Creswell, 2003; Creswell & Clark, 2007). As numerous terms are used for this approach and a lot of deviations of mixed methods studies, there is a discussion among researchers

that what would be the most accurate definition of this approach (Creswell et al., 2003 & Greene et al., 1989).

Philosophical assumptions are a focal point of some researchers (Tashakkori & Teddlie, 1998). Others are concerned with the methods or techniques of data collection and analyzing (Creswell et al., 2003; Greene et al., 1989; Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Teddlie, 2003). However, Creswell et al. (2007) have presented an extensive definition which focuses on the philosophical suppositions and techniques. They describe that this approach is a research design in the company of philosophical suppositions as well as techniques of investigation. It entails philosophical suppositions as a methodology that gives guidance for data collection and analysis and the blend of qualitative and quantitative approaches at various stages in the research process. As a method, its focus is to collect, analyze, and to mix both quantitative and qualitative data in a particular study or chain of studies (Creswell & Clark, 2007). The purpose of mixed methods approach is to diminish the limitations and to enhance the strengths of both quantitative and qualitative approach (Johnson & Onwuegbuzie, 2004). There are five main rationales or purposes to conduct the mixed methods approach:

- 1. Triangulation** (searching for convergence and confirmation of results from diverse designs and methods studying the same phenomenon);
- 2. Complementarity** (looking for explanation, illustration, enrichment, and amplification of the consequences from one technique with the consequences from the other technique);

3. Initiation (finding out contradiction and paradoxes that direct to re-frame the research question);

4. Development (using the results from one technique to help out the other technique) and,

5. Expansion (looking for to increase the span and variety of research by using diverse techniques for various investigatory components) (Greene et al., 1989).

For this study, the main reason to conduct this approach is triangulation, accordingly, to inquire about convergence, validation and correspondence of consequences from diverse techniques, by studying the same phenomena. Mixed methods approach has some advantages, one is that both approaches (qualitative and quantitative) have weaknesses and strengths, and that the weak point of one can be compensated or remedied for with the help of other's strong points (Creswell & Clark, 2007). Another advantage of this approach is that the mixed-methods approach can respond an extensive and more inclusive variety of research questions (Johnson & Onwuegbuzie, 2004). Moreover, application of mixed methods approach can improve imminent and comprehension of data, which might be neglected while, applying a single approach. Last of all, generalizability of the results of a study can be increased by using mixed methods (Johnson & Christensen, 2004).

However, mixed methods approach takes time and resources to be conducted and to gather and analyze both qualitative and quantitative data. It also needs that the researchers are acquainted with the collecting and analyzing both qualitative and quantitative data (Creswell & Clark, 2007). There are different approaches to combine

qualitative and quantitative methods. Creswell (2003) explains six strategies for combining quantitative and qualitative methods but in this research concurrent triangulation strategy was used.

A concurrent triangulation strategy: Both quantitative and qualitative data are collected and analyzed at the same time in this strategy. Both are equally preferred and the incorporation takes place when study is at interpretation stage.

3.4 Research Design

In this study mixed methods approach was used. This approach is used because of numerous reasons. First, weaknesses can be overcome and the strengths of each approach can be utilized by integrating qualitative and quantitative approaches. Second, assimilating quantitative and qualitative data can give more valid evidences for conclusions. Third, when data are triangulated from diverse methods, it amplifies the result's validity and the conclusions. Finally, the shortfalls of one method can be compensated by using the strengths of another method. The most felicitous description of the overall design of this study is a mixed methods concurrent triangulation strategy according to the terminology of Creswell (2003). Usually both forms of data are given equal priority. Data are analyzed separately and incorporation usually takes place when data are interpreted (Hanson et al., 2005). According to researchers this strategy is the best and also results in authenticated and well-validated findings (Creswell, 2003).

Morse's (2003) notation system for mixed methods strategies would explain the design as "QUAN + QUAL" strategy. The sign of plus indicates that the two approaches are used at the same time, and the capitalization means that both approaches are given

equal priority. This strategy was chosen because of many reasons. First, it permits the results to be verified, cross-validated, and confirmed contained by a single study. Second, this strategy results in a little time for data collection judged against to other mixed methods strategies, like the sequential strategies (Creswell & Clark, 2007). The concurrent triangulation strategy is described visually in Figure 3.1 as suggested by Creswell (2009).

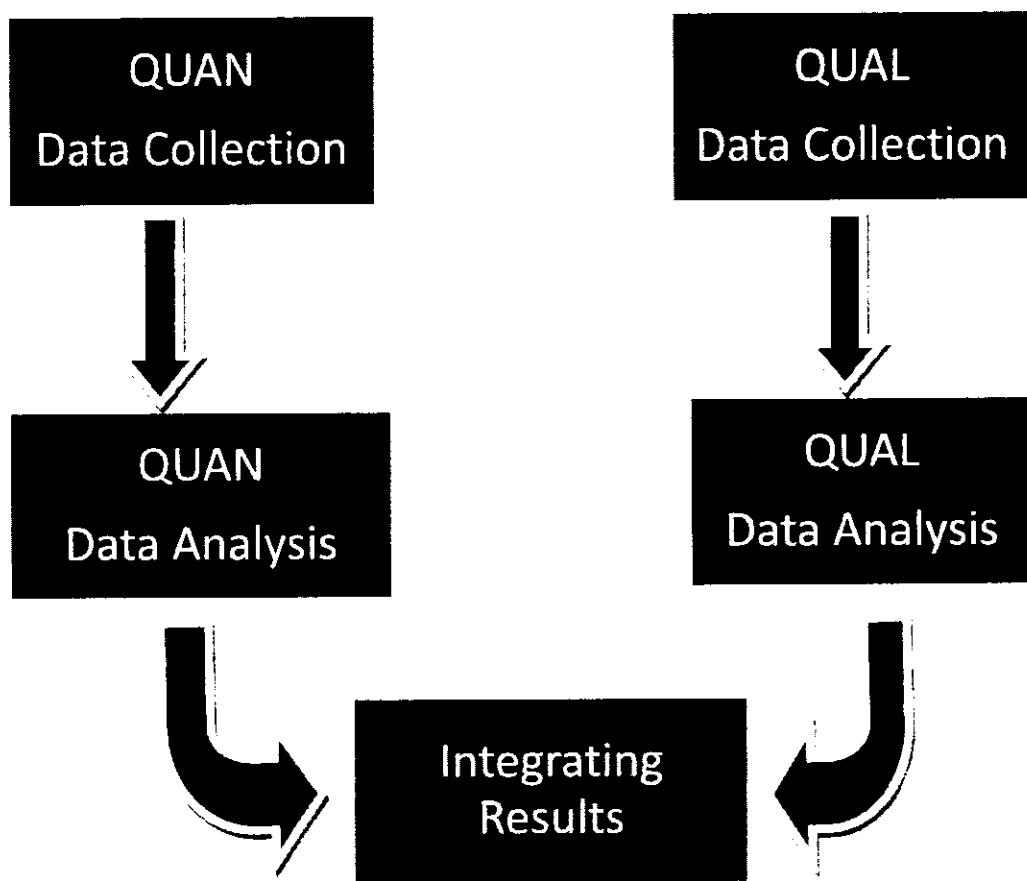


Figure 3.1 Concurrent Triangulation Strategy by Creswell (2009)

Research design is a map that gives guide line to a researcher how to gather, scrutinize and understand the data and also generate its meanings. This practice allows the researcher to discover the answer of the queries and objectives representing

objectivity, effectiveness, accurateness, competency in terms of cost and time. Basically, this process empowers the researcher to search for satisfactory answers to the research problem.

Concurrent triangulation strategy is included in the present study; both quantitative and qualitative data were collected at the same time for the study. It was subsequently compared to conclude if there was combination, dissimilarity or convergence (Creswell, 2009).

In this study, quantitative data were collected from 860 teachers during the academic year 2013-2014 using three questionnaires administered at once to the private secondary school teachers. At the same time, qualitative data were collected. It included face to face semi-structured interviews of 16 head teachers/principals.

3.5 Population of the Study

Population is declared as an collection of objects, things or people having common attributes, for example, all teacher educators who are teaching at secondary level in a particular area, district or state would represent a population (Creswell, 2005). Therefore, the teachers and principals of private secondary schools in Rawalpindi and Islamabad were the population of this study. Population of the study is shown in the table 3.1.

Table 3.1**Population of the Study**

Division	Schools				Teachers	Principals		
	Chained		Non Chained					
	U	R	U	R				
Rawalpindi	98	20	180	93	4984	391		
Islamabad	195	191	91	265	8780	742		
Total	293	211	271	358	13764	1133		

3.6 Sample of the Study

Sample is actually representatives who are selected from the population; data are collected as research information from sample. A Subgroup of a population is called sample (Frey et al., 2000). It is also illustrated as a representative “taste” of a group (Berinstein, 2003). The sample is supposed to be a representative in the sense that each sampled unit will represent the attributes of an identified number of units in the population (Lohr, 1999). The recognized and quality description always comprises the ability of the research to choose a part of the population that is actually representative of supposed population. It is important to understand sampling theory in regard to select a sampling technique because it strives to make sampling more effective (Cochran, 2003). Cochran (2003) suggests that researcher can reduce research cost and conduct a research more efficiently by using correct sampling methods. In this way research can be more flexible and accurate as well.

There are two standard categories of the sampling technique. These categories are probability sampling and non-probability sampling. Sometimes the term random sampling is used for probability sampling and the term non-random sampling is used for non-probability sampling. Both terms are exchangeable (Henry, 2002).

It depends on the goal of the research that either probability sampling will be used or non-probability sampling. Probability sampling is used when a researcher is required to have a certain degree of assurance in the collection of data (MacNealy, 2009). There are certain advantages and disadvantages of probability and non-probability sampling and the use of each is resulted by the goal of researcher associated with collection of data and its validity. Both sampling categories consist of a variety of methods for the selection process.

3.6.1 Probability Sampling

Probability sampling can be helpful because of researcher's competency to analyze unambiguous favoritism and mistakes regarding collection of data. Probability sampling is described as comprising the unique attributes that each component in the population has a recognized, nonzero probability of being comprised in the sample (Henry, 2002). It is explained undoubtedly as every matter or component has an equal opportunity to be selected from the population (Fink, 2005). It is essential to provide equal opportunities of being selected to everyone because it eradicates the risk of researcher's biasness in the selection process because of his own desires and judgments (Frey, et al., 2000). When biasness is eradicated, the research results may be generalized from the sample to the total population because population is represented by the sample

(Frey et al., 2000). Probability sampling has four types that are actually standard across the disciplines. These four types consist of stratified random sampling, simple random sampling, systematic random sampling and cluster sampling. In this study stratified random sampling was used.

3.6.1.1 Stratified Random Sampling

In stratified random sampling is population is alienated into subgroups which are also called 'strata,' and then a random sample is selected from every subgroup (Fink, 2005). Stratified random sampling is preferred when a few characteristics are identified about a population, because a random sample may be selected from each subgroup after arranging the population in subgroups (Babbie, 1999; Cochran, 2003; Fowler, 1993; Henry, 2002 & Kish, 1995).

Stratified random sampling consists of two types proportionate and disproportionate. Proportionate stratification is usually made to assure representation of the groups which are important to the research and disproportionate is made to analyze some fastidious strata members or to enhance the overall exactness of the sample guesstimated (Henry, 2002). There is major difference between the two branches from the use of a portion. Same portion for each subgroup is used in proportionate stratified, whereas different portions are used for each subgroup in disproportionate.

Stratified random sampling technique was used in the study. The schools were divided into two sections i.e. Rawalpindi and Islamabad. After this, the researcher selected 40 chained schools (20 Rural and 20 Urban) and 40 non-chained schools (20 Rural and 20 Urban) from both divisions using stratified random sampling technique.

There were only 20 chained schools in rural area of Rawalpindi so; making it baseline the researcher chose 20 schools in each category. The researcher selected 430 teachers from each division using random sampling procedure. Although the population of teachers in non-chained schools were less than the chained schools but it was better to select equal number of teachers in both the groups to make a better comparison of both groups. The researcher selected 08 principals from each division using random sampling technique. So, the sample consisted of 860 teachers and 16 principals. As Franklin (2012) says, for qualitative data collection a sample of 1 to 20 is appropriate. Table 3.2 is representing the sample of the study.

Table 3.2

Sample of the Study

Division	Schools				Teachers	Principals
	Chained		Non Chained			
	R	U	R	U		
Rawalpindi	20	20	20	20	430	8
Islamabad	20	20	20	20	430	8
Total	40	40	40	40	860	16

3.7 Quantitative Approach

Following is detailed description of quantitative approach used in the study.

3.7.1 Research Instruments

For the collection of data the researcher used a set of questionnaires. The design and types of questionnaires were used already in the previous researches (Salleh, Nair, & Harun, 2012; Aydogdu & Asikgil, 2011; Tarigan & Ariani, 2015 & Mbah & Ikemefuna, 2012). Three standardized questionnaires were used for the study i.e. Job Description Index (JDI), Organizational Commitment (OCS) and Turnover Intention Questionnaire (TIQ). Hence, the questionnaire of this study was divided into four portions/sections such as: Demographic Variables, Organizational Commitment (OCS), Job Description Index (JDI) and Turnover Intention Questionnaire (TIQ) (See Appendices A, B, C, D).

3.7.2 Demographic Variables

The first portion of questionnaire contained the personal information about the participants of research. The personal data were contained age, academic qualification, marital status, gender, professional qualification and teaching experience of teachers.

3.7.3 Organizational Commitment Scale (OCS)

In 1997 Meyer and Allen developed The Organizational Commitment Scale (OCS) (Brown, 2003). It checked the commitment of employees. There were eighteen (18) statements in the questionnaire. Five point Likert Scale was applied in the Organizational Commitment Scale (Martin, 2007). The main objective of questionnaire was to focus on areas such as; job, career, work, profession and organization. The

questionnaire comprised of 18 items which were carried out from Organizational Commitment Scale (OCS). Each sub-section consisted of six (6) items receiving the same weight-age, as shown in the table 3.3.

Table 3.3

Dimensions of Organizational Commitment

Dimensions of Organizational Commitment	Total question
Affective Commitment	6
Continuance Commitment	6
Normative Commitment	6
Total	18

3.7.4 Job Descriptive Index

The next Section measured job satisfaction of employees that influenced the turnover intention. Job Descriptive Index (JDI) developed by (Smith, Kendall & Hulin, 1969). JDI assessed satisfaction of employees with four different job areas like pay, promotion, work itself and supervision. There were thirty two (32) statements in JDI. Each indicator had eight (8) statements. Detailed information regarding this section is shown in the table 3.4.

Table 3.4**Factors of Job Satisfaction**

Indicators of Job Satisfaction	Total question
Pay	8
Promotion	8
Work itself	8
Supervision	8
Total	32

3.7.5 Turnover Intention Questionnaire (TIQ)

Turnover Intention Questionnaire (TIQ) was developed by Olusegun (2013). This questionnaire consisted of 8 items. It measured the intention of respondents to quit the organization. Essential amendments were made in the test ensuring face and content validity. The lowest score of one (1) showed that some were seriously taking into consideration for leaving and the highest score of five (5) pointed out that there were some who did not intent to leave at any cost.

3.7.6 Format of the Scale

The format of the scale consisted of five-point scale determining the level of job satisfaction, organizational commitment and turnover intention. Respondents could choose their answers from the five-point scale. Every answer was given a score. The easy

structure of questionnaire helped the respondents produce consistent answers. The table 3.5 shows the choices of the respondents.

Table 3.5

Format of the Scale

Choices	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.7.7 Validity of instruments

Validity is known as capability of a tool to compute what is supposed to be computed. Struwig & Stead (2001) describe that the meaning and description of validity consists of two parts that is whether the tool actually gauges the notion in question and whether the concept is computed precisely. Validity alludes to the extent to which a tool is achieving what is proposed to achieve. Validity of the research tool was assessed for content, face and construct validity.

3.7.7.1 Content validity

Content validation is carried out by the researcher himself or with the help of others (Struwig & Stead 2001). In the current study the content validity of the questionnaires were measured by the experts of Department of Education.

3.7.7.2 Face validity

Struwig and Stead (2001) define face validity it alludes to the degree to which gauging tool seems as though it is gauging what is supposed to be gauged. Punch (2005) also states that face validity should not be measured as a primary data for the worth of a tool, but it is on the other hand an enviable asset of a measuring tool. In this study the face validity of questionnaires were checked by the experts of department of education.

3.7.7.3 Construct validity

Construct validity is more concerned with the primary characteristics than with the score that the tool constructs (Struwig & Stead, 2001). Standardized research instruments were used by the researcher in this study i.e. Organizational Commitment Scale (OCS), Job Descriptive Index (JDI) and Turnover Intention Questionnaire (TIQ). Thus the construct validity of research tool was not issue in this case.

3.7.8 Pilot Study

Fifteen (15) teachers who belonged to private secondary schools were included in study for pilot testing of the research instrument. The rationale of the pilot test was to test readability and usability of the research instruments. The questionnaires were personally given to the secondary school teachers interested in the study. Hundred percent teachers found the research instruments readable, useable and understandable. Hence pilot test of the instruments ensured that they can be used without any change in them.

3.7.9 Reliability of the instruments

There are numerous techniques to measure reliability (split-half reliability, parallel-forms reliability, test-retest reliability), the most suitable technique for the present study was to gauge the internal reliability of the gauging tool. Internal reliability indices, like Kuder-Richardson formula and Cronbach's alpha, calculate that to which extent all test items replicate the same characteristic i.e. internal constancy contains the standard correlation among the items and the test's length (Struwing & Stead, 2001). Use of these indices is helpful because members of the study need only once to fill the tool, reduces the load given by the researcher to the respondents. Cronbach's alpha was the suitable index to gauge the tools internal reliability. The reliability of the research instruments used in this study is computed by using Cronbach's alpha which is given below.

3.7.9.1 Reliability of the Organizational Commitment Questionnaire

The Organizational Commitment Questionnaire used in this study was developed by Meyer and Allen in 1997 (Brown, 2003). The reliability of the instrument was measured by Cronbach Alpha and it was found 0.757 which was up to the standard. Earlier studies indicated the reliability of this questionnaire by Cronbach's Alpha values of .091 (Roodt, 1997) found 0.94; (Storm & Roodt, 2001) also found 0.91; (Jacobs, 2005) found 0.92 and (Martin, 2007) as satisfactory one.

3.7.9.2 Reliability of the Job Descriptive Index

Job Descriptive Index (JDI) developed by (Smith, Kendall & Hulin, 1969). By using Cronbach's Alpha the reliability of this instrument was measured and its value was 0.941.

3.7.9.3 Reliability of the Turnover Intention Questionnaire

Turnover Intention Questionnaire was developed by Olusegun (2013). The reliability of the instrument was measured by Cronbach's Alpha. The alpha value was found 0.759, which seemed suitable.

3.7.9.4 Reliability of Different Components of Instruments

The reliability of this questionnaire was checked by using Cronbach's Alpha. Sekaran (2003) describes that the reliability coefficient is considered as good if its value ranges from 0.80 to 1.00 and the value of reliability coefficient ranges 0.60 to 0.80 it is considered as satisfactory and if the value of the reliability coefficient is less than 0.60 it is considered as poor. The alpha value of affective commitment was 0.841, continuance commitment was 0.968 and normative commitment was 0.906. Likewise, the alpha value of pay was 0.868, promotion was 0.914; the work itself was 0.914 and supervision was 0.915. Whereas, the alpha value of turnover intention was 0.854. This is given in Table 3.6.

Table 3.6**Alpha Coefficient of Different Components of Questionnaire**

Components	No of items	Alpha value
Affective Commitment	6	0.841
Continuance Commitment	6	0.968
Normative Commitment	6	0.906
Pay	8	0.868
Promotion	8	0.914
Work Itself	8	0.914
Supervision	8	0.915
Turnover Intention	3	0.854

3.7.10 Data Collection Procedures

Following was the detailed description of step wise data collection procedures used in the study.

At the first stage, the researcher visited the sampled schools and circulated the questionnaires to the target participants clearing up the intention of the study. The researcher sought permission of the related departments to carry out the exercise before the study was conducted. Thousand (1000) sets of questionnaire were arranged for distribution. 500 questionnaires were distributed in the chained schools (including urban, rural, Rawalpindi and Islamabad) and 500 were distributed in the individual schools on the same pattern. The questionnaires were distributed to all targeted participants. The participants were given plenty of time (2-3 weeks) to answer the questionnaires.

However, in the first attempt the response was very bad only 482 questionnaires (258 from chained and 224 from non-chained schools) were collected due to time restriction; the target respondents were busy in term exams of the students. In the second attempt, the researcher collected 233 questionnaires (113 from chained and 120 from non-chained schools) and in the third attempt 145 questionnaires (59 from chained and 86 from non-chained schools) were also added. In sum, 860 (86 %) questionnaires (430 from both chained and non-chained schools) were collected which were suitable for this study. The participants were reminded telephonically as well as personal visit of the concerned school. For the collection of data proper record file was maintained so that the researcher got a clear cut picture of the non-responsive participants. The detailed description of the collected questionnaires is given in Table 3.7.

Table 3.7

Responses of the Respondents

Attempt	No. of responses	Percentage %
1	482	48.2%
2	233	23.3%
3	145	14.5%
Total	860	86 %

3.7.11 Data analysis

The said study used Organizational Commitment Scale (OCS), Job Descriptive Index (JDI) and Turnover Intention Questionnaire (TIQ) as tools for collecting data. When the required data were in hand, different aspects were checked: such as completeness, consistency, comprehensibility and reliability, known as a step to clean the data. The purpose of cleaning the data was to resolve the issues that might arise when the process of analysis was prepared.

3.7.12 Quantitative Data Analysis

The quantitative data were analyzed by using Statistical Package for Social Sciences (SPSS) 20. A reliability test was conducted on seven independent variables (see conceptual framework in chapter one) for measuring their impact on dependent variable. Furthermore, Cronbach's Alpha was used to check the reliability of the instrument. Moreover, the researcher carried out the frequency analysis of the respondents' demographic factors such as age, gender, marital status, academic qualification, professional qualification and experience etc. These characteristics were regarded essential in decision making. Linear Regression analysis was used it as determined not only the variables were related, but also the degree to which they were related. Furthermore, it also assisted to determine the relationship between independent variables and dependent variable.

3.7.12.1 Descriptive Statistics

The participants' characteristics were described through descriptive statistics. In this study descriptive statistics was used to check the general attributes of demographic factors. Moreover normality of data was also checked by applying descriptive statistics.

3.7.12.2 Inferential Statistics

Inferential statistics is an art of drawing conclusions or inferences about the population from the very limited information contained in the sample. In this study all the null hypotheses (see chapter one) were checked by using tool of inferential statistics like linear regression and independent sample t-test.

- Independent Sample t-test**

To check the difference in the mean scores of two variables at 0.05 probability level, Independent sample t-test was used. In this study the researcher used t-test to measure the differences of job satisfaction and organizational commitment in terms of gender, location, school category etc.

- Linear Regression**

Linear regression of statistics was used to check the most foremost factor among the seven independent variables (organizational commitment and job satisfaction). It identifies the crucial factors which had closer relation with turnover intention. Any factor which contains the largest value of beta would be considered dominant.

3.8 Qualitative approach

To identify the impact of job satisfaction and organizational commitment on turnover of private secondary school teachers in Rawalpindi and Islamabad, a semi-structured interview was conducted for head teachers/principals of private secondary schools.

3.8.1 Interview

There are three styles of interviews like unstructured interviews, structured interviews and semi-structured interviews (Patton, 2002). Researcher has maximum flexibility to pursue information in whatever direction seems suitable in an unstructured interview (Patton, 2002). Though, the conversation is not distracted, and there is a general area of interest of the researcher to be practiced (Robson, 2002). This form of interview is helpful in inductive research that inquires about composite behavior without striking a previous classification that may limit the field of investigation (Fontana & Frey, 2000).

A semi-structured interview is also called a guided interview; it is being used widely in social research (Flick, 2002). It is based on a set of questions which are predetermined but wording and order of the questions can be change based on the respondent's observation of what seems most suitable (Robson, 2002). It is ensured in this type of interview that the same data are collected from each respondent (Fontana & Frey, 2000).

Semi-structured interviews was used for data collection in the qualitative approach, because it allows complete clarification of the topic and so far maintain a degree of formation, which makes sure most of the obtained information is appropriate and controllable. The degree, to which the required information about job satisfaction,

organizational commitment and turnover intention of private secondary school teachers based on their head teachers/principals were, gathered this very activity.

A Semi-structured interview was conducted from the principals to assess their opinions about their teachers' job satisfaction and organizational commitment on turnover intention. Face to face interviewing strategy was adopted. This provided a favorable environment and confidence building.

3.8.2 Validity and reliability of Interviews

This section of the study deals with validity and reliability of the interview.

3.8.3 Validity

Schumacher and McMillan (2006) states validity alludes to the degree of correspondence between the interpretation of the observable fact and the realities of the world. Validity of qualitative design, consequently, alludes to the extent to which the explanations have common meanings for the researcher and participants. These people should have the same opinion on the explanation and interpretation of the incidents which are being thrashed out. Sidhu (2003) states that validity alludes to the accurateness of the meaning and description given to the notion under inquiry by the measures which are used, whereas reliability is associated to constancy of those measures. In a technical sense, validity is the specific point at which a prearranged group of measures are originated to be attributing and distinctive in terms of the center of concerns they are to expose. Any systematic mistake must be removed from the process, when in practice. White (2005) has supported the above mentioned statement by saying that validity is the conclusion by the researcher which communicates to the factual situation in reality.

Cohen and Manion (1994) described that validity is the most important quality of any research tool or a degree to which a tool gauges what it is supposed to gauge. Researcher is also an instrument in a qualitative study. Thus the definition of validity mentioned above is appropriate to this study.

Charles (1995) explains that it is more difficult to establish validity of qualitative research data rather than validity of quantitative data. But, it doesn't mean that validity of qualitative data is not so important. Researcher has used a semi-structured interview to assure triangulation which is added to the validity of quantitative data (White 2003). Because the study was mostly explanatory that is why the researcher used semi-structured interview in this study.

3.8.3.1 Content validity

Bless and Achola (1988) state that content validity is related to whether or not a determining tool is representing of the complete content of the thing which is being evaluated. The content validity of this study intensely depends upon the method that was used, the research skills were demonstrated, and the appropriateness of the things that were observed and their conventionality to the structure of the study. These validity standards were applied by reassessing all related literature for any precedent application of analog technique, by searching the help of expert definitions, by specialist figures in the field and by accomplishing adequate number of semi-structured in-depth interviews.

3.8.3.2 Face validity

Face validity is regarded as a balancing technique which makes sure that a research measures what it is supposed to measure (Winter 2000). Proceeding to data

collection, questions inventory related to the study, which were intended to direct the researcher throughout the interviews, were put forward to the supervisor and peer group in order to calculate the validity of the questions.

The notion of face validity is illustrated by a large variety of terms in a qualitative study. This perception is not a permanent, single or universal perception, but rather a dependent construct, undeniably stuck in the methods and intentions of fastidious research projects and methodologies.

3.8.4 Reliability

Qualitative researchers consider reliability as the eradication of informal mistakes that can affect the results (White, 2005). Reliability is attained through triangulation during the study, careful organization of data, cross examination, careful reviewing of the data, by reaching an agreement regarding the results with the respondents, and using video recordings and audiotapes to save collected information and computers for data processing.

3.8.5 Pilot study

Pilot study was conducted before starting the main study. Janesick (1994) and Yin (2003) motivate the researcher to carry out a pilot study while using qualitative approach. Janesick (1994) describes 'the pilot study permits the researcher to concentrate on specific areas that may have been uncertain before. In addition, certain questions can be tested through pilot interviews. Therefore, the time devoted in a pilot study can be significant and elevating for later stages in the study'.

There were five head teachers/principals of private secondary schools in the pilot study. In pilot study, face to face interviewing technique was used. The prime reason of this action was to assure that respondents were relaxed with the queries and that they comprehended those questions. In addition, procedures, time requirements and tools were also tested by using this technique. Each interview took 30 minutes approximately. The pilot study confirmed that the queries were adequate. The pilot study gave a chance to find out, to utilize and ensure the satisfactoriness of tools; it provided a chance to apply the method to conduct an interview.

3.8.6 Qualitative Data Analysis

There are many specialized qualitative analysis software programs. Functions of such software include text retrieval, coding, conceptual mapping and data management. However, some of these functions, particularly data management and text retrieval, may also be performed by standard office software such as word processing programs. In addition, some concerns have been expressed about the potential for software to impose a defined structure on the process of analysis, and to distance the researcher from the data (Merriam, 1988). Therefore, it was decided to analyze the data manually rather than employ specialized qualitative analysis software in order to provide the maximum scope for the researcher to work closely with the data.

Results were also interpreted through qualitative data by using interview guides. Steps concerned in qualitative data analysis are given in figure 3.2.

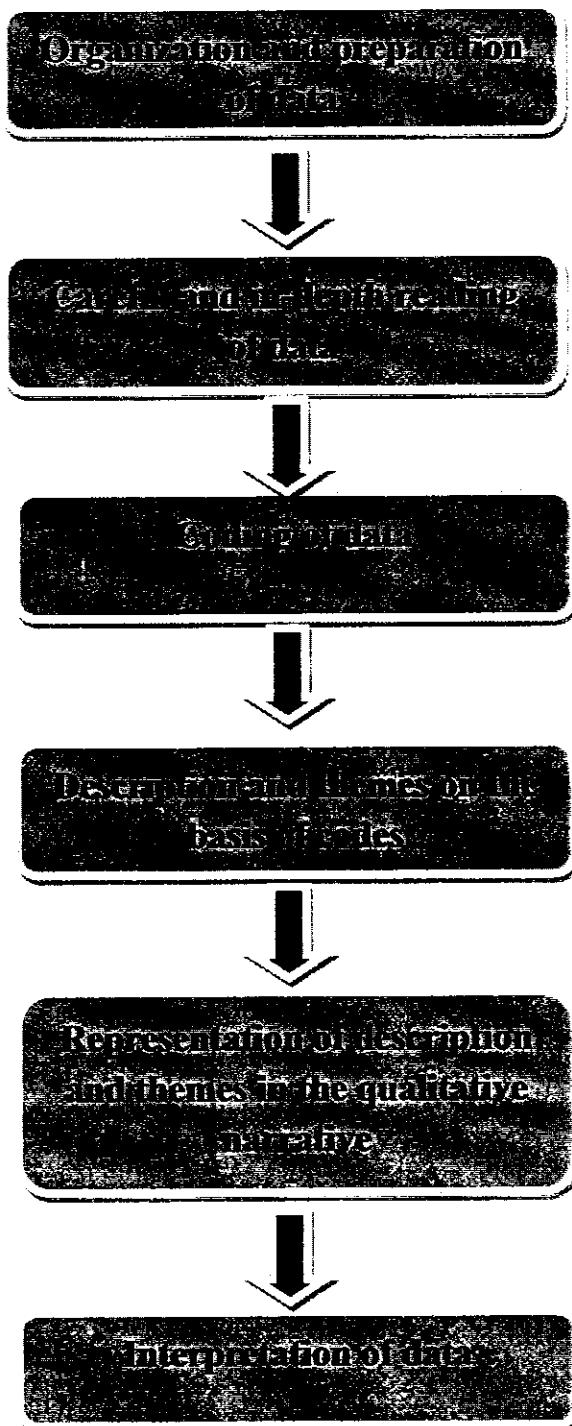


Figure 3.2 steps involved in qualitative data analysis (Cresswell, 2009)

Figure 3.2 indicated six steps of qualitative data analysis. It clearly described that firstly the researcher organized the raw data of the interviews of principals. In the next

step the researcher read all the data intensively to have in-depth picture of data. The third step needed coding of data so the researcher used comprehensive codes for interview data. In the next step codes were either used to describe the data or they were converted into meaningful themes. These themes and description were collected to make qualitative narratives. Lastly the researcher used those qualitative narratives for interpretation of data.

3.8.7 Integration of Quantitative and Qualitative Results

Both qualitative and quantitative data were analyzed concurrently integrating the two sets of the data by transforming the qualitative results into themes, counts and frequencies. Following this, the researcher integrated these counts in descriptive quantitative data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter includes descriptive analysis of demographic variables and inferential statistics about the hypotheses. For this purpose, descriptive analysis of independent and dependent variables was used. Inferential statistics analysis of independent variables and dependent variables was used to discover the relationship between these factors and also for testing the null hypothesis.

4.1 Characteristics of Sampled Participants

Most of the secondary school teachers working in private schools were female (female=557, male=303). 336 lied 25 years and below 396 ranged between 25-34, 94 ranged between 35-44, 23 between 45-54 years and 11 cases formed 55-up age group. Most of the teachers were single (single=509, married=329, divorced=17 and widowed=5). Many teachers had Masters and B. Ed. Degrees (Masters & B. Ed. =478 & 424, Bachelors & M. Ed. =264 & 87). In term of experience 397 teachers possessed 1-5 years, (264 had one year), 146 held 6-10 years, 23 had 11-15 years, 17 possessed 16-20 years and the rest above 20 years. Tables 4.1 to 4.6 and graphs 4.1 to 4.6 present the specific data about the teachers' characteristics.

4.2 Descriptive Statistics

This section describes the descriptive analysis of the data.

4.2.1 Demographic Variables of Respondents

There were 860 teachers involved in the sample. Frequency distributions were obtained for all demographic characteristics. SPSS Version 20 was used for data analysis.

Table 4.1

Gender Participation

Gender	Frequency	Percent
Male	303	35.2
Female	557	64.8
Total	860	100.0

Table 4.1 shows that there were 303 (35.2%) male respondents and 557 (64.8%) female teachers.

Table 4.2**Age Pattern of Teachers**

Age	Frequency	Percent
blew 25	336	39.1
25-34	396	46.0
35-44	94	10.9
45-54	23	2.7
55 or above	11	1.3
Total	860	100.0

Table 4.2 shows that of the total population. 336 (39.1%) teachers were below 25 years, 396 (46.0%) teachers represented 25-34 age group, 94 (10.9%) teachers represented 35-44 age group, 23 (2.7%) teachers represented 45-54 age group, while, 11 (1.3%) teachers represented 55 and up to 55 age group.

Table 4.3**Marital Status of Teachers**

Marital Status	Frequency	Percent
Single	509	59.2
Married	329	38.3
Divorced/separated	17	2.0
Widowed	5	.6
Total	860	100.0

Table 4.3 presents the marital status of the respondents. High proportion 509 (59.2%) teachers were single, 329 (38.3%) were married, 17 (2.0%) teachers divorced/separated and 5 (0.6%) were widowed.

Table 4.4**Academic Qualification of Teachers**

Academic Qualification	Frequency	Percent
Matric	30	3.5
Intermediate	31	3.6
Bachelors	264	30.7
Masters	478	55.6
MS/MPHIL	52	6.0
PhD	5	0.6
Total	860	100.0

Table 4.4 presents the academic qualifications of the sampled teachers. High proportion of the teachers 478 (55.6%) had masters degrees, followed by bachelors 264 (30.7%). A reasonable size 57 (6.6%) possessed higher degrees, MS/M. Phil and Ph.D. Undergraduates formed a negligible number.

Table 4.5**Professional Qualification of Teachers**

Professional Qualification	Frequency	Percent
PTC	21	2.4
CT	48	5.6
B. Ed	424	49.3
M. ED	87	10.1
None	280	32.6
Total	860	100.0

Table 4.5 presents the professional trainings of the teachers. A high proportion 424 (49.3%) had B. ed. training, followed by M. ed. 87 (10.1%). A considerable number 280 (32.6%) held no professional qualification. It is regarded a common phenomenon in private sector. However, 69 (8.1%) cases possessed certification in teaching.

Table 4.6**Teaching Experience**

Experience	Frequency	Percent
less than 1 year	264	30.7
1-5	397	46.2
6-10	146	17.0
11-15	23	2.7
16-20	17	2.0
above 20	13	1.5
Total	860	100.0

Table 4.6 presents teaching experience gained by the teachers in private sectors. It was observed that high proportion 397 (46.2%) had 1-5 years' experience, followed by 146 (17.0%) between 6-11 years. A considerable number 264 (30.7%) formed new recruits less than one year. The upper age group was smaller in number.

Table 4.7**Organizational Commitment**

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Organizational Commitment	860	27	88	61.74	9.637	-0.371	0.545

Table 4.7 refers to the total organizational commitment scores of the teachers. The scores ranged from 27 to 88 with a mean of 61.74. The skewness of the test score was found -0.371 and Kurtosis of the test score was 0.545. It indicated that the data were normally distributed.

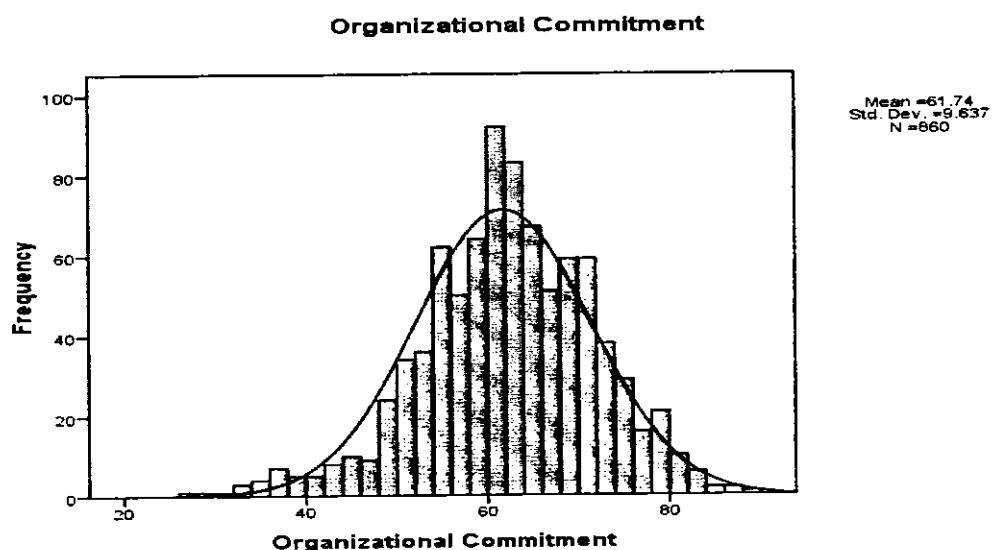
**Figure 4.1 Normal Curve of Organizational Commitment**

Figure 4.1 indicates the histogram of the scores in organizational commitment which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.8

Affective Commitment

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Affective Commitment	860	6	30	21.00	3.654	-0.636	0.873

Table 4.8 refers to measure affective commitment. The scores ranged from 6 to 30 with a mean of 21.00. The skewness of the test score was found -0.636 and Kurtosis of the test score was 0.873. It indicated that the data were normally distributed.

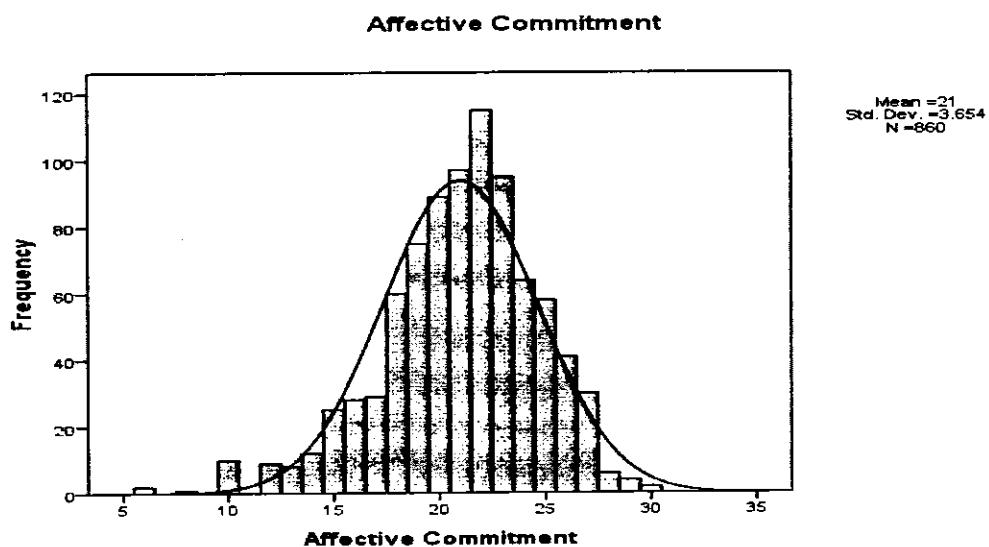


Figure 4.2 Normal Curve of Affective Commitment

Figure 4.2 indicates the histogram of the scores in Affective Commitment which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.9**Continuance Commitment**

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Continuance Commitment	860	10	30	19.64	3.552	0.040	-0.035

Table 4.9 shows the total continuance commitment scores of the teachers. The scores ranged from 10 to 30 with a mean of 19.64. The skewness of the test score was found 0.040 and Kurtosis of the test score was -0.035. It indicated that the data was normally distributed.

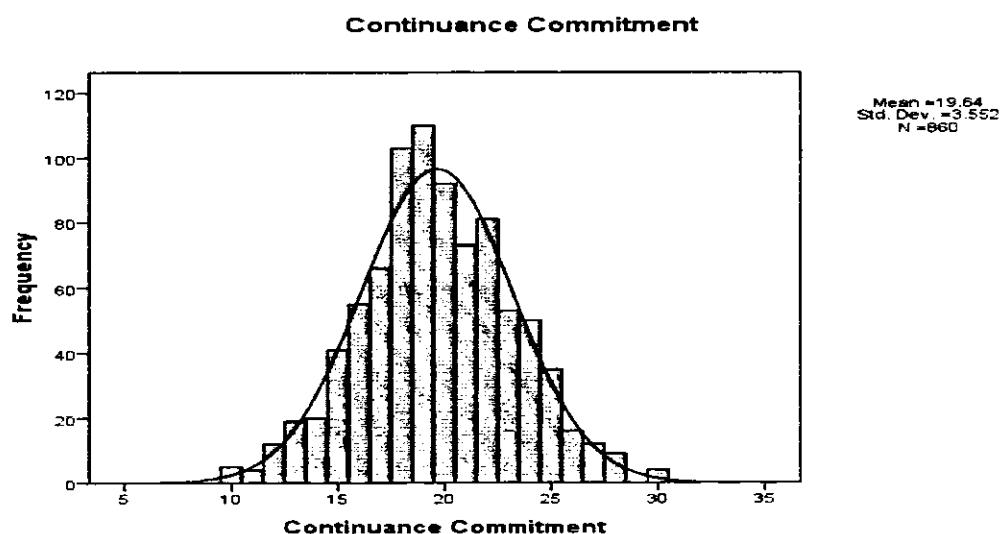
**Figure 4.3 Normal Curve of Continuance Commitment**

Figure 4.3 indicates the histogram of the scores in Continuance Commitment which indicated that data rested on the normal curve. Although a few nodes indicated that

some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.10

Normative Commitment

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Normative Commitment	860	6	30	21.10	3.948	-0.391	0.380

The table 4.10 presents the total normative commitment scores of the teachers. The scores ranged from 6 to 30 with a mean of 21.10. The skewness of the test score was found -0.391 and Kurtosis of the test score was 0.380. It indicated that the data were normally distributed.

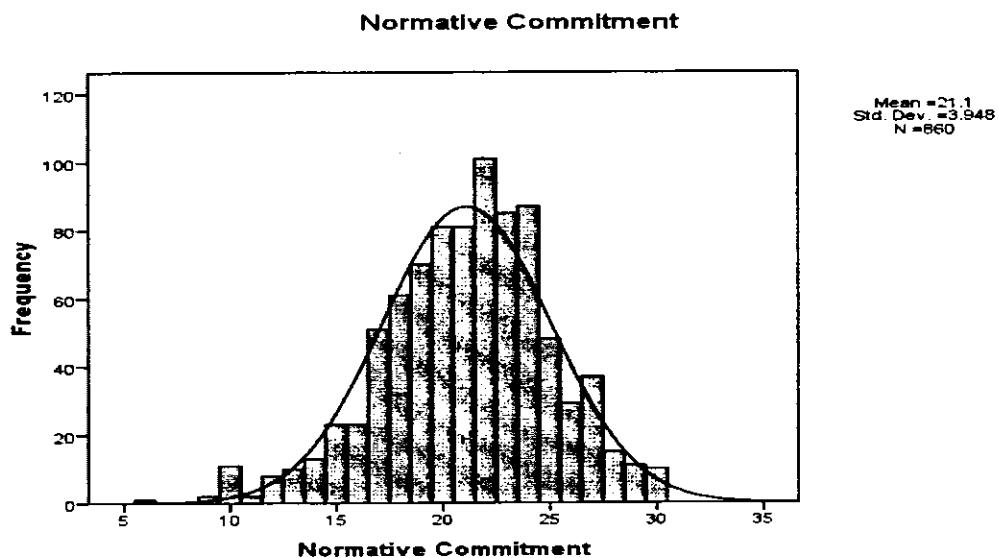


Figure 4.4 Normal Curve of Normative Commitment

Figure 4.4 indicates the histogram of the scores in normative commitment which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.11**Job Satisfaction**

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Job Satisfaction	860	38	157	106.46	19.140	-0.257	0.028

Table 4.11 presents the data about job satisfaction of the teachers in private schools. The scores ranged from 38 to 157 with a mean of 106.46. The skewness of the test score was found -0.257 and Kurtosis of the test score was 0.028. It indicated that the data was normally distributed.

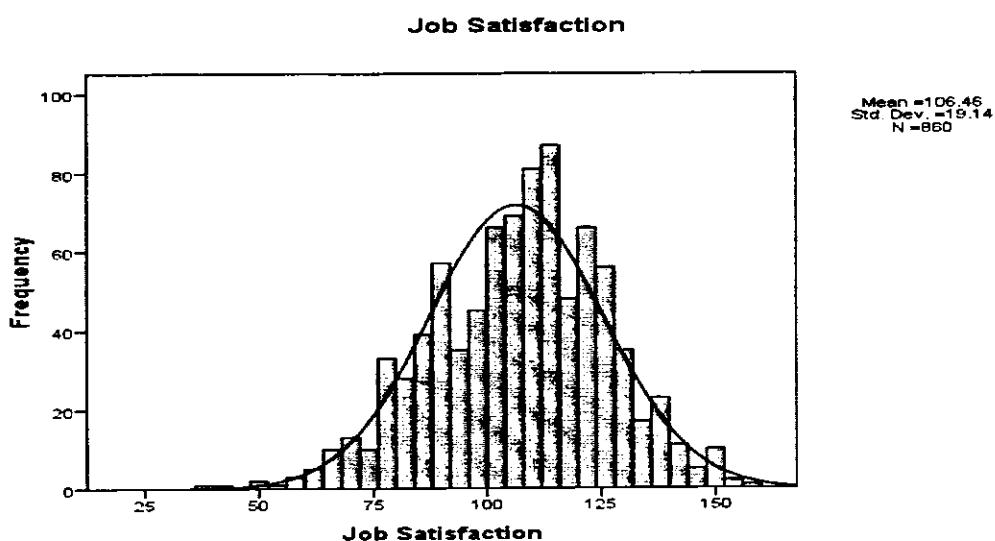
**Figure 4.5 Normal Curve of Job Satisfaction**

Figure 4.5 indicates the histogram of the scores in total job satisfaction which indicated that data rested on the normal curve. Although a few nodes indicated that some

of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.12

Pay

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Pay	860	10	40	24.48	5.675	-0.088	-0.421

Table 4.12 presents the summary of descriptive statistics related to pay of the teachers. The scores ranged from 10 to 40 with a mean of 24.48. The Skewness of the test score was found -0.088 and Kurtosis of the test score was -0.421. It indicated that the data were normally distributed.

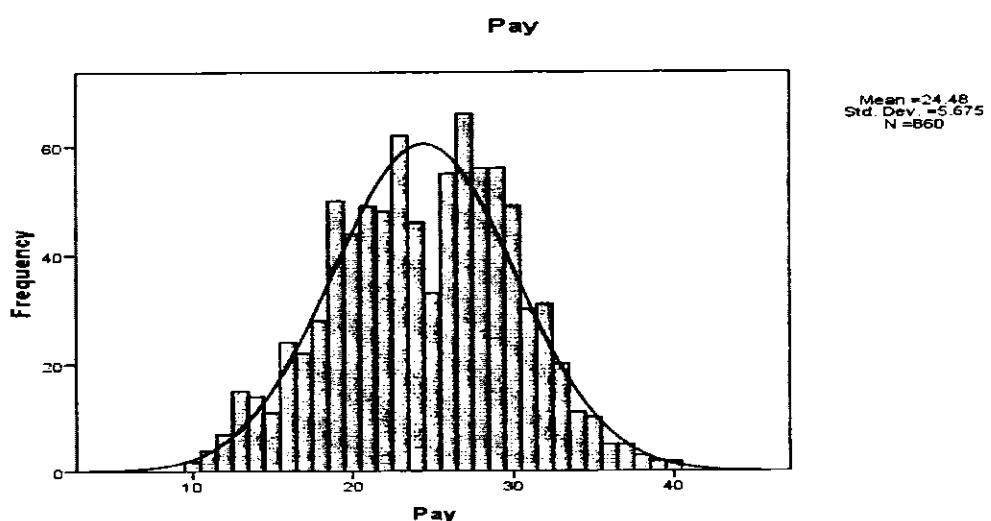


Figure 4.6 Normal Curve of Pay

Figure 4.6 indicates the histogram of the scores in pay which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.13

Promotion

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Promotion	860	8	40	24.86	6.723	-0.300	-0.168

Table 4.13 presents the data about promotion in the teaching career in private sector. The scores ranged from 8 to 40 with a mean of 24.86. The skewness of the test score was found -0.302 and Kurtosis of the test score was -0.168. It indicated that the data were normally distributed.

Table 4.14**Work Itself**

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Work itself	860	10	40	28.22	4.874	-0.489	0.264

Table 4.14 presents the data about working environment of the teachers. The scores ranged from 10 to 40 with a mean of 28.22. The skewness of the test score was found -0.489 and Kurtosis of the test score was 0.264. It indicated that the data were normally distributed.

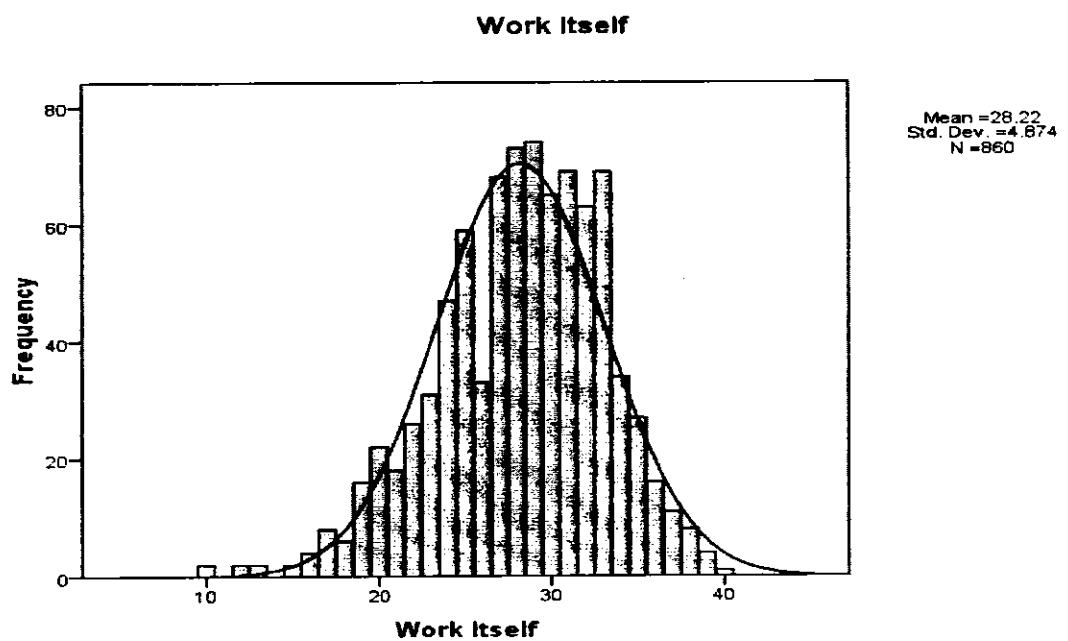


Figure 4.8 Normal Curve of Work Itself

Figure 4.8 indicates the histogram of the scores in work itself, which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.15

Supervision

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Supervision	860	8	40	28.90	5.528	-0.665	0.501

Table 4.15 presents the data about supervision system of private schools. The scores ranged from 8 to 40 with a mean of 28.90. The Skewness of the test score was found -0.665 and Kurtosis of the test score was 0.501. It indicated that the data were normally distributed.

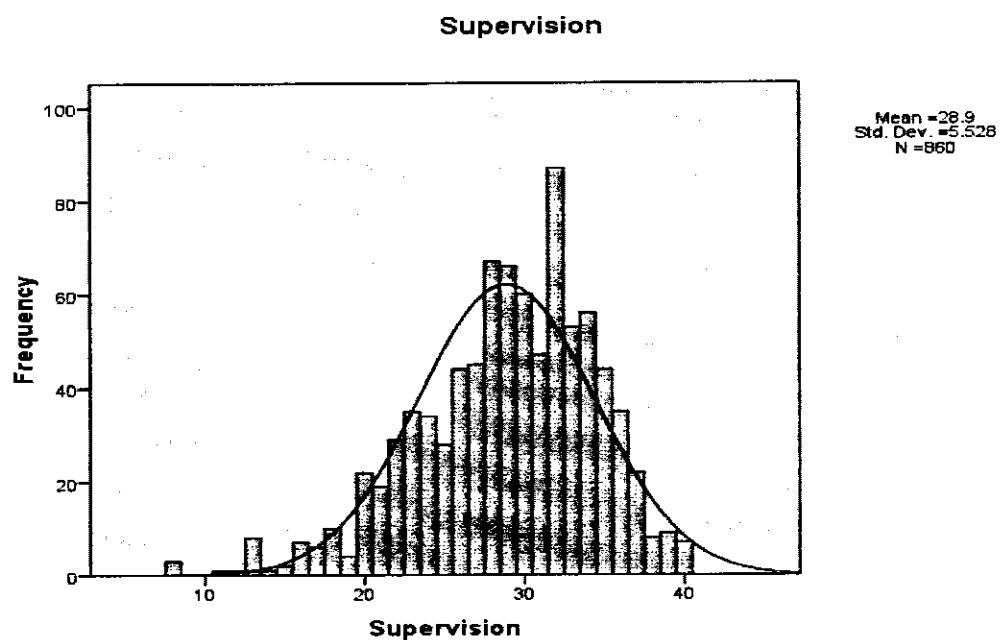


Figure 4.9 Normal Curve of Supervision

Figure 4.9 indicates the histogram of the scores in supervision which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

Table 4.16**Turnover Intention**

Variable	N	Min	Max	Mean	SD	Skewness	Kurtosis
Turnover	860	9	39	25.87	4.948	-.200	-0.073

Table 4.16 presents the total turnover scores of the teachers. The scores ranged from 9 to 39 with a mean of 25.87. The skewness of the test score was found -0.200 and Kurtosis of the test score was -0.073. It indicated that the data were normally distributed.

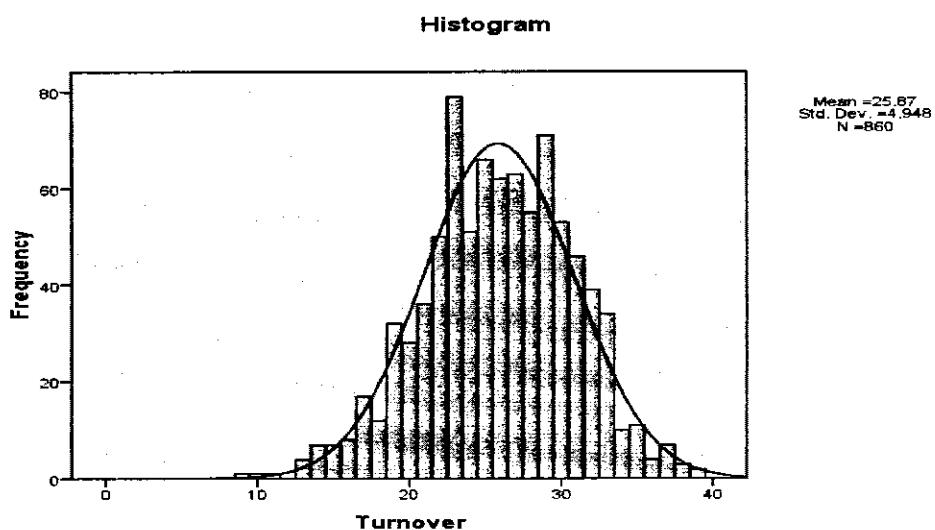


Figure 4.10 Normal curve of Turnover intention

Figure 4.10 indicates the histogram of the scores in turnover which indicated that data rested on the normal curve. Although a few nodes indicated that some of the scores were not normally distributed but the normal curve indicated that the overall data were normally distributed.

4.3 Inferential Statistics

This section presents the analysis of null hypotheses stated in Chapter 1. For this statistical analysis process, SPSS-20 was used. In order to test null hypothesis, independent sample t-test and linear regression analysis were used at a significance level of 0.05. The correlation co-efficient of 1.00 referred to a high positive relation while coefficient -1.00 referred to a high negative relation. Additionally, '0.00' coefficient accounted to the lack of a relation. The 0.70-1.00 interval of correlation coefficient represented a strong, 0.70-0.30 interval referred to a moderate and 0.30-0.00 interval symbolized a weak relation (Buyukozturk, 2009).

4.3.1 H₀1: Organizational Commitment: Chained and Non-Chained Schools

First null hypothesis stated that there was no significant difference in the mean score of organizational commitment between teachers of chained and non-chained private secondary schools. To test this hypothesis, independent sample t-test was used.

Table 4.17

Organizational Commitment: Chained and Non-Chained Schools by one sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	P
Equal variances assumed	.211	.646	.205	858	.838
Equal variances not assumed			.205	857.286	.838

Table 4.17 presents the t-test of organizational commitment of the teachers of chained and non-chained secondary school teachers. The data showed the results of

independent sample t-test analysis. It indicated that there was no significant difference between chained ($M=61.67$, $SD=9.504$) and non-chained ($M=61.81$, $SD=9.780$) with respect to organizational commitment ($t (858) = 0.205$, $p = 0.838$). Although the Mean value of non-chained school teachers were slightly better than the Mean value of chained school teachers but $p = 0.838 > 0.05$ indicated that there were no significant difference existed between the Mean scores of chained and non-chained school teachers. So, the null hypothesis was accepted.

4.3.2 H_02 : Organizational Commitment: Gender Differences

Second null hypothesis stated that there was no significant difference in the mean scores of organizational commitment between male and female private secondary school teachers. To check this hypothesis, independent sample t-test was used.

Table 4.18

Organizational Commitment: Gender Differences by one sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	P
Equal variances assumed	3.277	.071	-.052	858	.958
Equal variances not assumed			-.051	588.287	.959

Table 4.18 shows the results of this independent sample t-test analysis. It indicated that there was no significant difference between male ($M=61.72$, $SD=10.028$) and female ($M=61.75$, $SD=9.426$) with respect to turnover indentation ($t (858) = -0.052$, $p = 0.958$). So, the null hypothesis was accepted. Although the Mean value of female

school teachers was slightly better than the Mean value of male school teachers but $p = 0.958 > 0.05$ indicated that there were no significant difference existed between the Mean scores of male and female school teachers. So, the null hypothesis was accepted.

4.3.3 H₀₃: Organizational Commitment: Urban-Rural Differences

Third null hypothesis stated that there was no significant difference in the mean scores of organizational commitment between urban and rural private secondary school teachers. To check this hypothesis, independent sample t-test was used

Table 4.19

Organizational Commitment: Urban-Rural Differences by one sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	Df	P
Equal variances assumed	1.085	.298	-2.814	858	.005
Equal variances not assumed			-2.814	857.312	.005

Table 4.19 shows the results of the independent sample t-test analysis. It indicated that there was a significant difference between teachers of urban school teachers ($M=60.82$, $SD=9.461$) and rural school teachers ($M=62.66$, $SD=9.733$) with respect to organizational commitment ($t (858) = -2.814$, $p = 0.005$). So, the null hypothesis was not accepted. Thus the mean value of rural school teachers indicated that rural teachers were committed with their jobs instead of urban teachers.

4.3.4 H₄: Job Satisfaction: Chained and Non-Chained Schools

Fourth null hypothesis stated that there was no significant difference in the mean scores of job satisfaction between teachers of chained and non-chained private secondary schools. To check this hypothesis, independent sample t-test was used.

Table 4.20

Job Satisfaction: Chained and Non-Chained Schools by one sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	Df	p
Equal variances assumed	.034	.855	-.198	858	.843
Equal variances not assumed			-.198	857.999	.843

Table 4.20 presents the results of independent sample t-test analysis. It indicated that there was no significant difference between chained ($M=106.33$, $SD=19.162$) and non-chained ($M=106.59$, $SD=19.139$) with respect to job satisfaction ($t(858) = -0.198$, $p = 0.843$). Although the Mean value of non-chained school teachers were slightly better than the Mean value of chained school teachers but $p = 0.843 > 0.05$ indicated that there were no significant difference existed between the Mean scores of chained and non-chained school teachers. So, the null hypothesis was accepted.

4.3.5 H₀5: Job Satisfaction: Gender Differences

Fifth null hypothesis stated that there was no significant difference in the mean scores of job satisfaction between male and female private secondary school teachers. To check this hypothesis, independent sample t-test was used.

Table 4.21

Job Satisfaction: Gender Differences by one sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	P
Equal variances assumed	3.780	.052	-.324	858	.746
Equal variances not assumed			-.313	564.448	.754

The data in table 4.21 shows the results of the independent sample t-test analysis. It indicated that there was no significant difference between male ($M=106.17$, $SD=20.515$) and female ($M=106.62$, $SD=18.366$) with respect to job satisfaction ($t(858) = -0.324$, $p = 0.754$). So, the null hypothesis was accepted. Although the Mean value of female school teachers was slightly better than the Mean value of male school teachers but $p = 0.754 > 0.05$ indicated that there were no significant difference existed between the Mean scores of male and female school teachers. So, the null hypothesis was accepted.

4.3.6 H₀6: Job Satisfaction: Urban-Rural Differences

Sixth null hypothesis stated that there was no significant difference in the mean scores of job satisfaction between urban and rural private secondary school teachers. To check this hypothesis independent sample t-test was used.

Table 4.22

Job Satisfaction: Urban-Rural Differences by independent sample t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	T	df	P
Equal variances assumed	3.592	.058	-2.601	858	.009
Equal variances not assumed			-2.601	850.792	.009

Table 4.22 shows the results of the independent sample t-test analysis. It indicated that there was a significant difference between teachers of urban schools ($M=104.77$, $SD=18.177$) and rural schools ($M=108.15$, $SD=19.935$) with respect to turnover intention ($t (858) = -2.601$, $p = 0.009$). So, the null hypothesis was not accepted. Thus the mean value of rural school teachers indicated that rural teachers were satisfied with their jobs instead of urban teachers.

4.3.7 Regression analysis of independent and dependent variables

Regression analysis was used to check the relationship between independent variables and dependent variable. Following is detailed regression analyses in this regard.

4.3.8 H₀7: Organizational Commitment on Turnover Intention

Seventh null hypothesis stated that there was no significant effect of organizational commitment on turnover intention among private secondary school teachers. To check this hypothesis, linear regression analysis was used.

Before running linear regression analysis, the assumptions were tested.

First assumption stated state there should be linearity of residuals. This can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

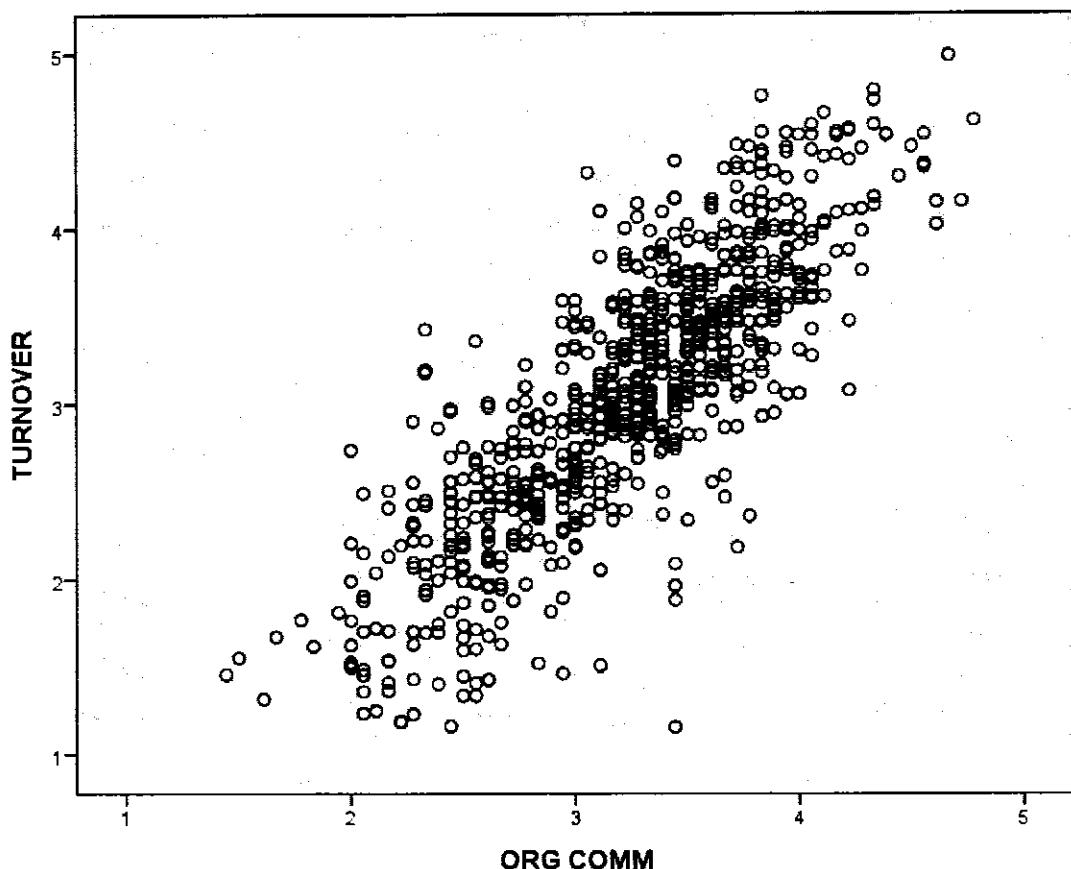


Figure 4.11 Scattered plot of organizational commitment and turnover intention

Second assumption required Independence of residuals. For this purpose cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

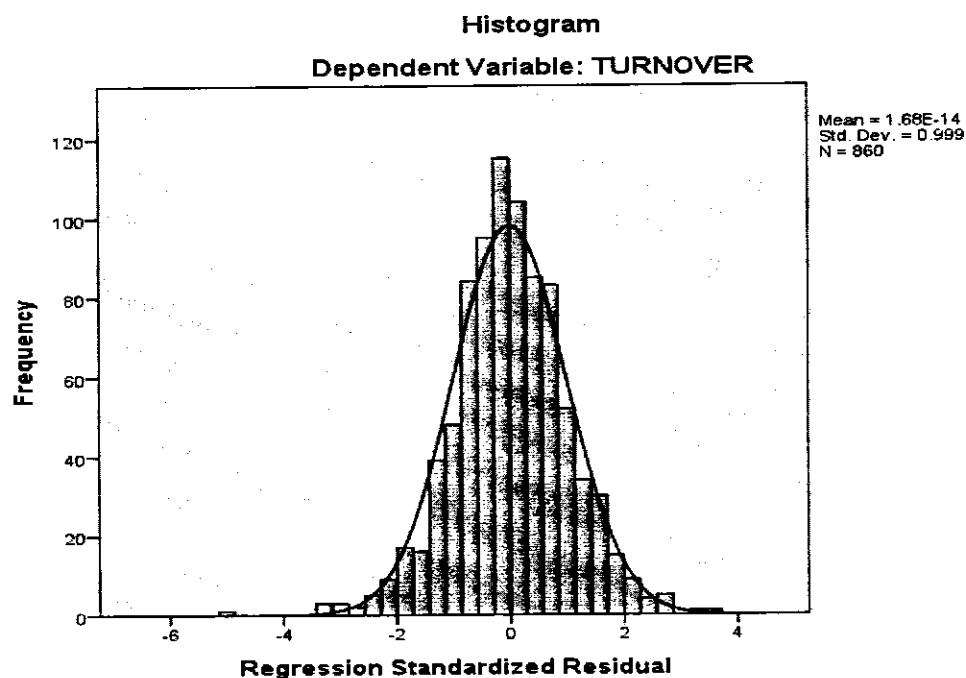


Figure 4.12 Normal distribution of residual

Fourth assumption required no auto correlation between residuals. For this purpose Durbin Watson test was run and the value was 1.191. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.23**Model Summary of Organizational Commitment and Turnover Intention**

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.826a	.682	.682	.424
a. (Constant), Organizational Commitment				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of Organizational Commitment and Turnover intention of private secondary school teachers is illustrated in table 4.23. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 shows the modification in R^2 as it adjusts the number of explanatory terms used in the model. A strong linear relationship was also evident, for $R^2 = .682$ reflected that nearly 68 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (Organizational commitment). The model further illustrated the contribution of affective commitment to turnover intention. The proposed model ($R = .826$) signifies the relationship that existed between Organizational commitment and turnover intention in private secondary schools teachers.

Table 4.24**ANOVA Summary of Organizational Commitment and Turnover****Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	330.166	1	330.166	1840.566
	Residual	153.910	858	.179	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention
b. Predictors: (Constant), Organizational Commitment

ANOVA summary of organizational commitment and turnover intention was illustrated in table 4.24. As, $F = 1840.566 > 3.85$ which was highly considerable and demonstrated that the turnover intention is influenced by organizational commitment. Thus, H_0 7 was rejected, because significant relationship was found between organizational commitment and turnover intention of private secondary school teachers.

Table 4.25**Coefficients Summary of Organizational Commitment and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
	(Constant)	-.460	.083		
1	Organizational Commitment	1.087	.025	.826	42.902
	a. Dependent Variable: Turnover Intention				.000

Coefficient summary of the model is presented in Table 4.25. It showed that value of coefficient of organizational commitment was .826. Furthermore, its *t* value was 42.902 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$. So,

regression coefficients showed that organizational commitment contributed to turnover intention of private secondary school teachers.

4.3.9 H₀8: Organizational Commitment: Affective Commitment and Turnover

Intention

Eighth null hypothesis stated that there was no statistical relationship between teachers' organizational commitment in terms of affective commitment and Turnover Intention. To check this hypothesis, linear regression analysis was used. Detail of all variables used in this analysis is given in Table 4.26.

Table 4.26**Variables in model: Affective Commitment and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Affective commitment	<ul style="list-style-type: none"> • Right now, staying with my department is a matter of necessity as much as desire (Q5.1) • I do not feel a strong sense of “belonging” to my department (Q5.2) • I feel that I have a few options to leave this department (Q5.3) • I do not feel “emotionally attached” to this department (Q5.4) • I do not feel like “part of the family” in my department (Q5.5) • This organization deserves my loyalty (Q5.6)

Table 4.26 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.27 given below.

Table 4.27**Inter item relationship between Affective Commitment and Turnover Intention**

	Q5.1	Q5.2	Q5.3	Q5.4	Q5.5	Q5.6	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q5.1	1	.741**	.646**	.137**	.220**	.205**	.068**	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q5.2		1	.638**	.115**	.194**	.231**	.741**	.070**	.638**	.583**	.448**	.683**	.725**	.071**
Q5.3			1	.144**	.151**	.108**	.646**	.638**	.143**	.650**	.552**	.588**	.694**	.066**
Q5.4				1	.221**	.228**	.137**	.115**	.144**	.184**	.077**	.128**	.177**	.068**
Q5.5					1	.359**	.220**	.194**	.151**	.173**	.079**	.185**	.302**	.080**
Q5.6						1	.205**	.231**	.108**	.058**	.073**	.198**	.266**	.113**
Q8.1							1	.741**	.646**	.585**	.442**	.661**	.757**	.065**
Q8.2								1	.638**	.583**	.448**	.683**	.725**	.077**
Q8.3									1	.650**	.552**	.588**	.694**	.068**
Q8.4										1	.498**	.552**	.641**	.061**
Q8.5											1	.451**	.560**	.064**
Q8.6												1	.735**	.069**
Q8.7													1	.068**
Q8.8														1

Right now, staying with my department is a matter of necessity as much as desire (Q5.1). I do not feel a strong sense of “belonging” to my department (Q5.2). I feel that I have too few options to consider leaving this department (Q5.3). I do not feel “emotionally attached” to this department (Q5.4). I do not feel like “part of the family” in my department (Q5.5). This organization deserves my loyalty (Q5.6). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4.27 describes correlation between items of affective commitment and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of affective commitment and turnover intention as the value of r lied between +1 and -1. The highest correlation was found between “right now, staying with my department is a matter of necessity as much as

desire" and "I prefer very much not to continue working for this organization" as $r=0.757$ while the lowest correlation was found between "I do not feel "emotionally attached" to this department and "I often think about quitting my job" as $r=0.058$.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

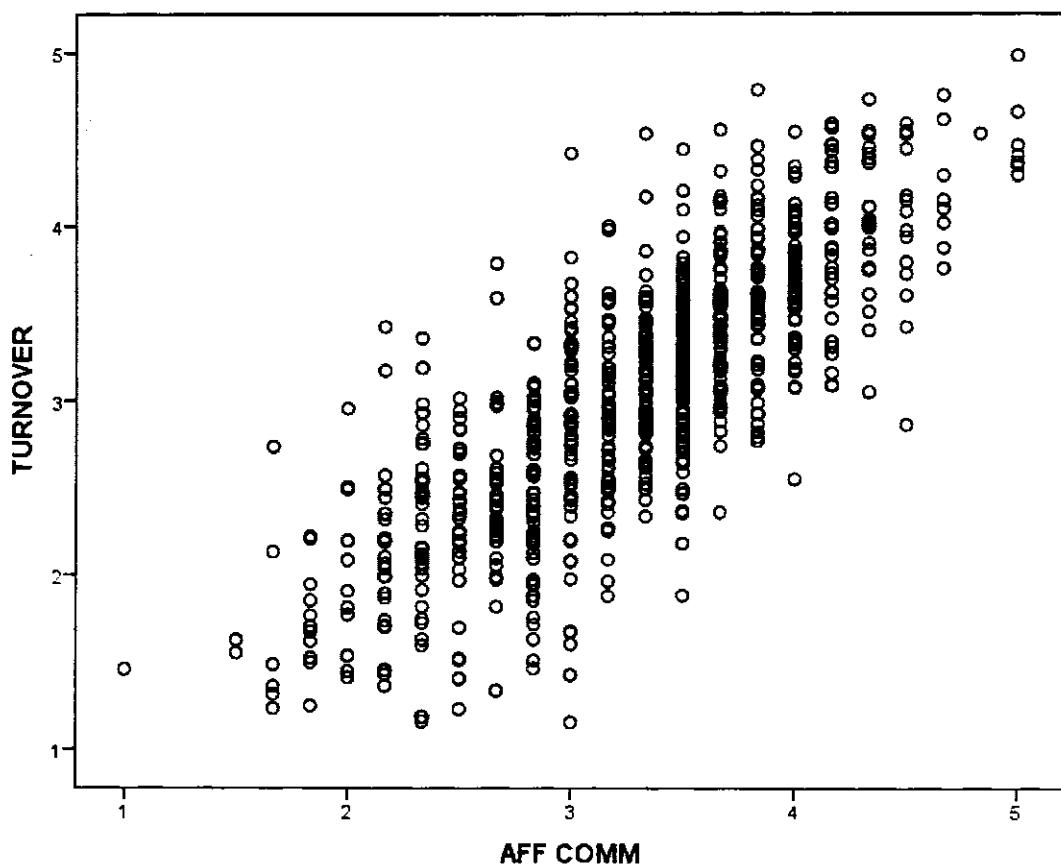


Figure 4.13 Scattered plot of affective commitment and turnover intention

Second assumption required Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

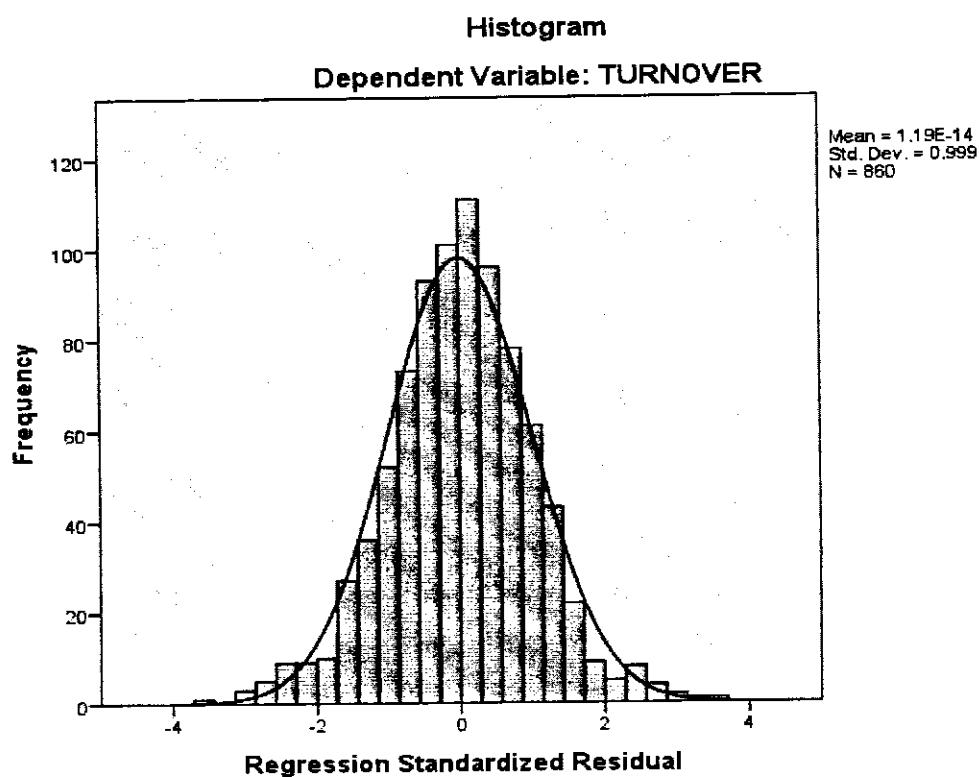


Figure 4.14 Normal distribution of residual

Fourth assumption required no auto correlation between residuals. For this, Durbin Watson test was run and the value was 1.58. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.28

Model Summary of Affective Commitment and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.803	.645	.645	.447

a. (Constant), Affective Commitment

b. Dependent Variable: Turnover Intention

Model summary of regression analysis of Affective Commitment and Turnover intention of private secondary school teachers was illustrated in Table 4.28. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 shows the modification in R^2 as it adjusted the number of explanatory terms used in the model. A strong linear relationship was also evident, for $R^2 = .645$ reflected that nearly 64 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (affective commitment). The model further illustrated the contribution of affective commitment to turnover intention. The proposed model ($R = .803$) signifies the relationship that existed between affective commitment and turnover intention in private secondary schools' teachers.

Table 4.29**ANOVA Summary of Affective Commitment and Turnover Intention**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	312.334	1	312.334	1560.379
	Residual	171.742	858	.200	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Affective Commitment

ANOVA summary of affective commitment and turnover intention was illustrated in Table 4.29. As, $F = 1560.379 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by affective commitment. Thus, H_0 8 was rejected, because significant relationship was found between affective commitment and turnover intention of private secondary school teachers.

Table 4.30**Coefficients Summary of Affective Commitment and Turnover Intention**

Model	<i>Unstandardized</i>		<i>Standardized</i>		T	Sig.
	<i>Coefficients</i>	<i>B</i>	<i>Std.</i>	<i>Beta</i>		
		Error				
	(Constant)	.084	.077		1.101	.271
1	Affective Commitment	.902	.023	.803	39.502	.000
a. Dependent Variable: Turnover Intention						

Coefficients summary of the model is presented in Table 4.30. It showed that value of coefficients of affective commitment was .902. Furthermore, its t value was 39.502 which was greater than 1.64 and was significant at the 0.05 level as p=0.000. So, regression coefficients showed that affective commitment contributed to turnover intention of private secondary school teachers.

4.3.10 H₀9: Organizational commitment: Continuance Commitment and Turnover Intention

Ninth null hypothesis stated that there was no statistical relationship between teachers' organizational commitment in terms of continuance commitment and turnover intention. To check this hypothesis linear regression analysis was used.

Table 4.31**Variables in model: Continuance Commitment and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Continuance Commitment	<ul style="list-style-type: none"> • It would be very hard for me to leave my department right now even if I want to (Q6.1) • I do not feel any obligation to remain with my current employer (Q6.2) • I would be very happy to spend the rest of my career with this department (Q6.3) • One of the few negative consequences of leaving this department would be the scarcity of available alternatives (Q6.4) • Even if it were to my advantage, I do not feel it is the right time to leave my organization (Q6.5) • I really feel as if this department's problems are my own (Q6.6)

Table 4.31 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.32 given below

Table 4.32**Inter item relationship between Continuance Commitment and Turnover Intention**

	Q6.1	Q6.2	Q6.3	Q6.4	Q6.5	Q6.6	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q6.1	1	.741**	.071**	.081**	.053	.172**	.880**	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q6.2		1	.091**	.073**	.058	.187**	.741**	.799**	.638**	.582**	.447**	.683**	.725**	.062**
Q6.3			1	.218**	.110**	.101**	.071**	.091**	.089**	.096**	.082**	.053**	.077**	.103**
Q6.4				1	.571**	.059**	.081**	.073**	.058**	.051**	.064**	.094**	.130**	.196**
Q6.5					1	.110**	.053**	.048**	.073**	.061**	.054**	.063**	.061**	.151**
Q6.6						1	.172**	.186**	.150**	.125**	.120**	.176**	.284**	.077**
Q8.1							1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2								1	.638**	.583**	.448**	.683**	.725**	.061**
Q8.3									1	.650**	.552**	.588**	.694**	.056**
Q8.4										1	.498**	.552**	.641**	.064**
Q8.5											1	.451**	.560**	.057**
Q8.6												1	.735**	.069**
Q8.7													1	.055**
Q8.8														1

It would be very hard for me to leave my department right now even if I want to (Q6.1). I do not feel any obligation to remain with my current employer (Q6.2). I would be very happy to spend the rest of my career with this department (Q6.3). One of the few negative consequences of leaving this department would be the scarcity of available alternatives (Q6.4). Even if it were to my advantage, I do not feel it is the right time to leave my organization (Q6.5). I really feel as if this department's problems are my own (Q6.6). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

Table 4.32 describes correlation between items of continuance commitment and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of continuance commitment and turnover

intention as the value of r lied between +1 and -1. The highest correlation was found between "It would be very hard for me to leave my department right now even if I want to" and "I would quit my present job for a similar position with better pay in another organization at the least opportunity" as $r=0.880$ while the lowest correlation was found between "One of the few negative consequences to leave this department would be the scarcity of available alternatives and "I often think about quitting my job" as $r=0.051$.

Before any running linear regression analysis the assumption were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

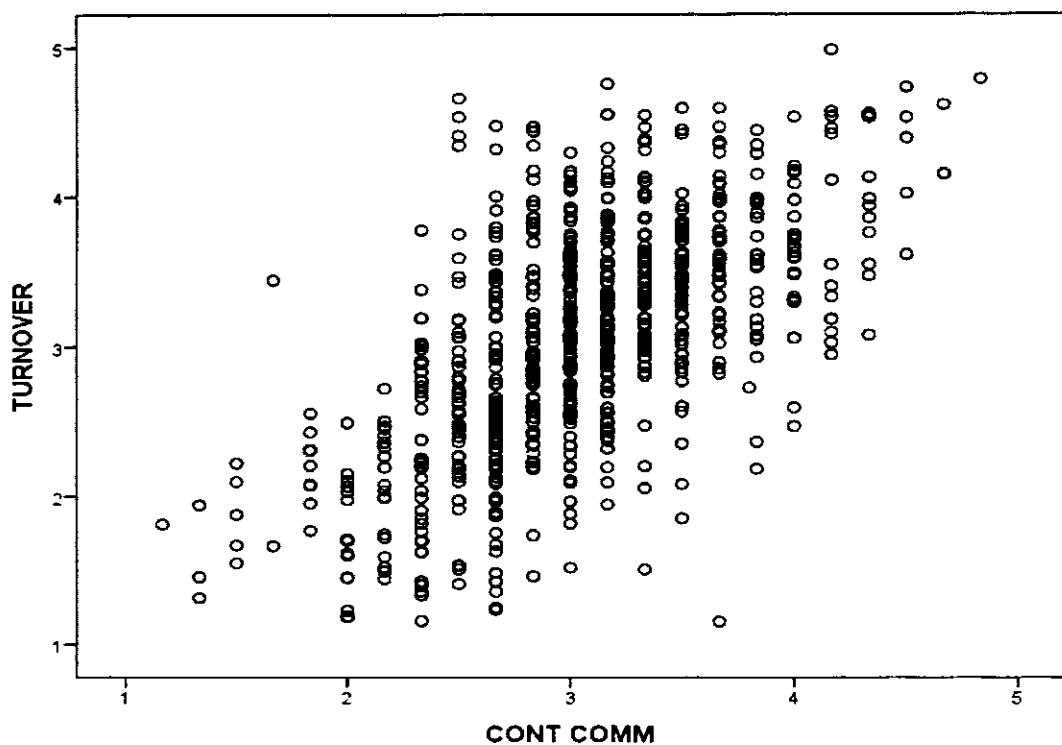


Figure 4.15 Scattered plot of continuance commitment and turnover intention

Second assumption required Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

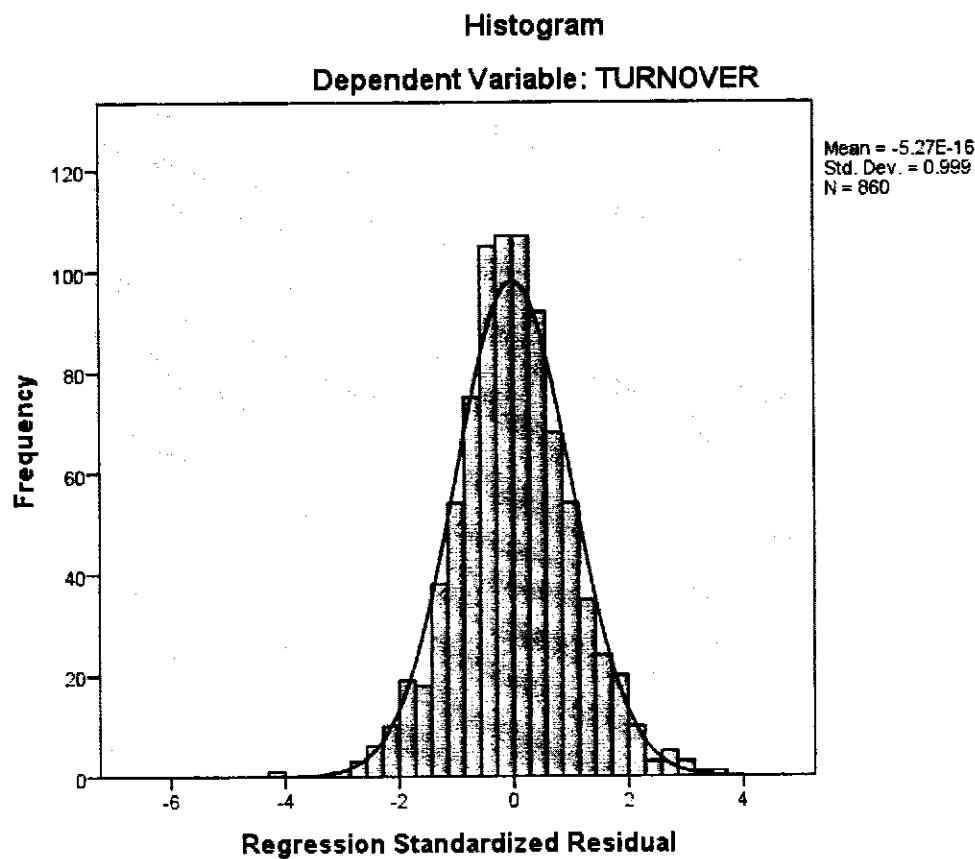


Figure 4.16 Normal distribution of residual

Fourth assumption required no auto correlation between residuals. For this purpose Durbin Watson test was run and the value was 1.81. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.33

Model Summary of Continuance Commitment and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.628a	.395	.394	.584
a. (Constant), Continuance Commitment				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of Continuance Commitment and turnover intention of private secondary school teachers was illustrated in table 4.33. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 shows the modification in R^2 as it adjusted the number of explanatory terms used in the model. A moderate linear relationship was also evident, for $R^2 = .395$ reflected that nearly 40 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (continuance commitment). The model further illustrated the contribution of continuance commitment to turnover intention. The

proposed model ($R = .628$) signified the relationship that existed between continuance commitment and turnover intention in private secondary schools' teachers.

Table 4.34

ANOVA Summary of Continuance Commitment and Turnover Intention

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	191.112	1	191.112	559.708
	Residual	292.964	858	.341	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Continuance Commitment

ANOVA summary of continuance commitment and turnover intention was illustrated in Table 4.34. As, $F = 559.708 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by continuance commitment. Thus, H_09 was rejected, because significant relationship was found between continuance commitment and turnover intention of private secondary school teachers.

Table 4.35**Coefficients Summary of Continuance Commitment and Turnover Intention**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	.543	.108	5.036	.000
	Continuance Commitment	.823	.035	.628	23.658

a. Dependent Variable: Turnover Intention

Coefficient summary of the model was presented in Table 4.35. This showed that value of coefficient of continuance commitment was .823. Furthermore, its t value was 23.658 which was higher than 1.64 and was significant at the 0.05 level as p=0.000. So, regression coefficients showed that continuance commitment contributed to turnover intention of private secondary school teachers.

4.3.11 H_010 : Organizational commitment: Normative Commitment and Turnover Intention

Tenth null hypothesis stated that there was no statistical relationship between teachers' organizational commitment in terms of normative commitment and turnover intention. To check this hypothesis, linear regression analysis was used.

Table 4.36**Variables in model: Normative Commitment and Turnover Intention**

Type of Variables	Name of variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Normative commitment	<ul style="list-style-type: none"> • If I had not already put so much of myself into this department, I might consider working elsewhere (Q7.1) • I would not leave my organization right now because I have a sense of obligation to the people in it (Q7.2) • I would feel guilty if I leave my organization now (Q7.3) • This department has a great deal of personal meaning for me (Q7.4) • Too much of my life would be disrupted if I decide to leave my department now (Q7.5) • I owe a great deal to my organization (Q7.6)

Table 4.36 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.37.

Table 4.37**Inter item relationship between Normative Commitment and Turnover Intention**

	Q7.1	Q7.2	Q7.3	Q7.4	Q7.5	Q7.6	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q7.1	1	.741**	.283**	.321**	.222**	.195**	.780**	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q7.2		1	.297**	.328**	.252**	.230**	.741**	.820**	.638**	.583**	.448**	.683**	.725**	.061**
Q7.3			1	.525**	.407**	.356**	.283**	.297**	.292**	.256**	.195**	.270**	.398**	.058**
Q7.4				1	.421**	.465**	.321**	.328**	.307**	.277**	.200**	.286**	.434**	.078**
Q7.5					1	.418**	.222**	.252**	.283**	.235**	.149**	.209**	.297**	.090**
Q7.6						1	.051**	.230**	.193**	.204**	.144**	.247**	.379**	.059**
Q8.1							1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2								1	.638**	.583**	.448**	.683**	.725**	.061**
Q8.3									1	.650**	.552**	.588**	.694**	.056**
Q8.4										1	.498**	.552**	.641**	.054**
Q8.5											1	.451**	.560**	.067**
Q8.6												1	.735**	.069**
Q8.7													1	.055**
Q8.8														1

If I had not already put so much of myself into this department, I might consider working elsewhere (Q7.1). I would not leave my organization right now because I have a sense of obligation to the people in it (Q7.2). I would feel guilty if I leave my organization now (Q7.3). This department has a great deal of personal meaning for me (Q7.4). Too much of my life would be disrupted if I decide to leave my department now (Q7.5). I owe a great deal to my organization (Q7.6). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider to leave this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

**.Correlation is significant at the 0.05 level (2-tailed).

Table 4.37 describes correlation between items of normative commitment and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of normative commitment and turnover

intention as the value of r lied between +1 and -1. The highest correlation was found between "Too much of my life would be disrupted if I decide to leave my department now" and "I will likely actively look for a new job in the next year." as $r=0.090$ while the lowest correlation was found between "I owe a great deal to my organization and "I would quit my present job for a similar position with better pay in another organization at the least opportunity" as $r=0.051$.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

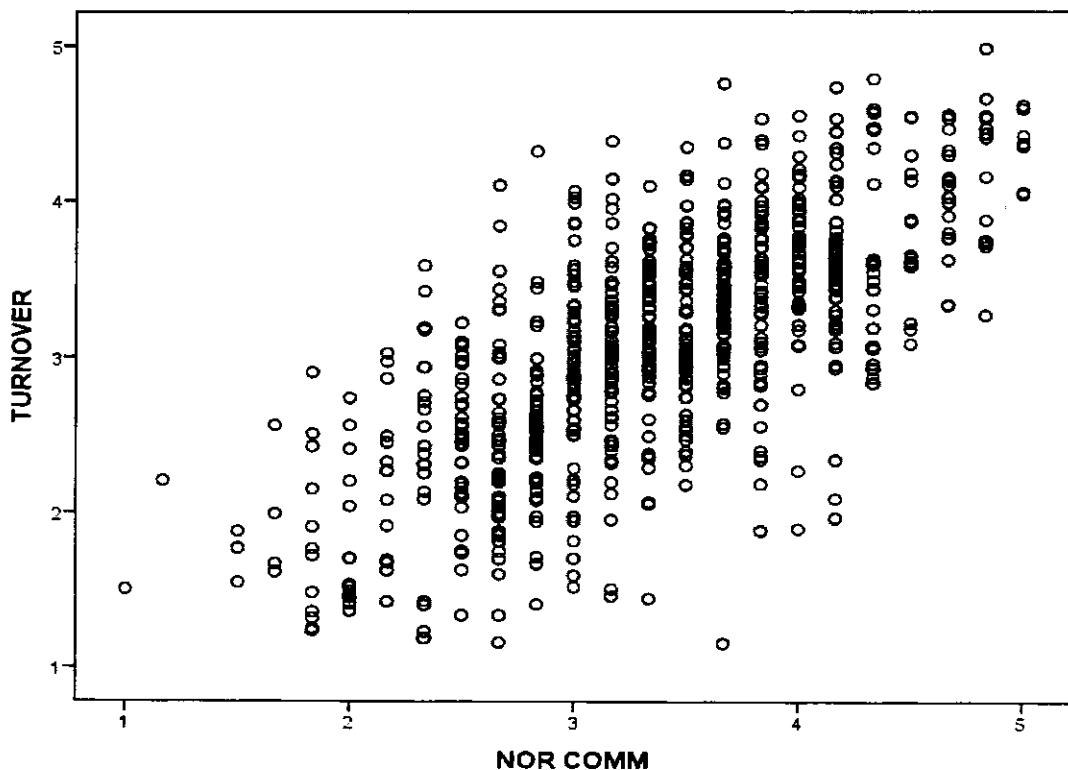


Figure 4.17 Scattered plot of normative commitment and turnover intention

Second assumption required Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

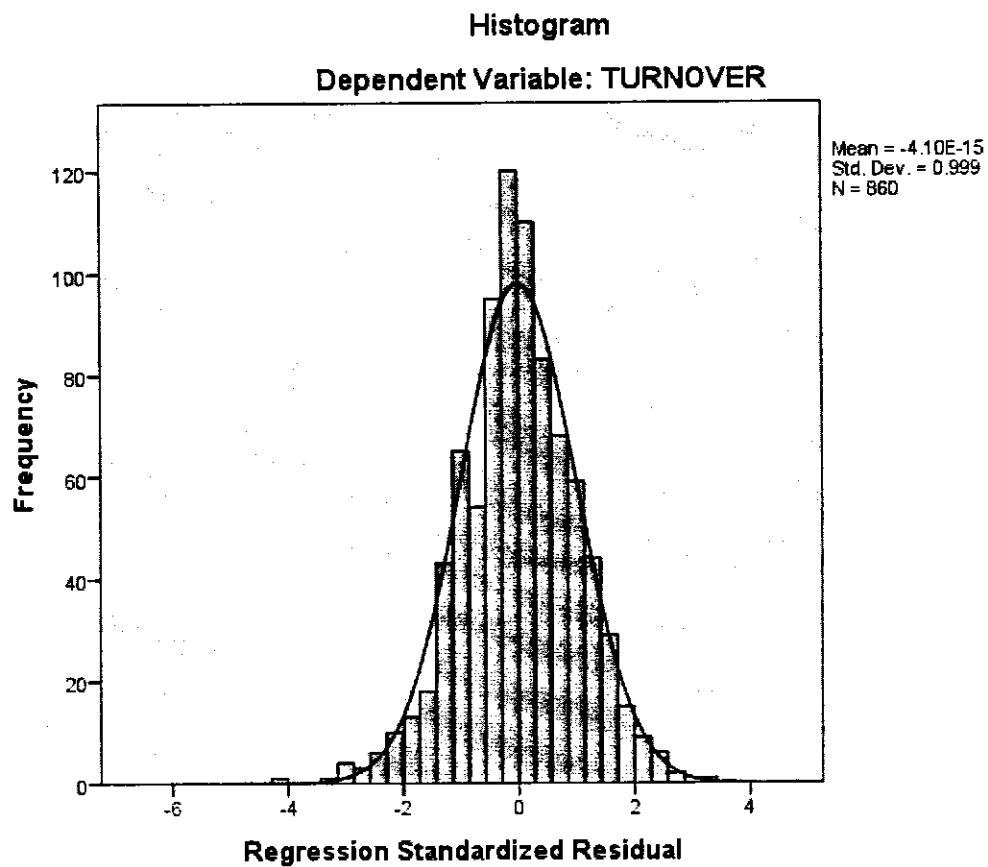


Figure 4.18 Normal distribution of residual

Fourth assumption requires no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.545. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.38

Model Summary of Normative Commitment and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of the estimate</i>
1	.718a	.516	.515	.523
a. (Constant), Normative Commitment				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of normative commitment and turnover intention of private secondary school teachers was illustrated in table 4.38. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusted the number of explanatory terms used in the model. A strong linear relationship was also evident, for $R^2 = .516$ reflected that nearly 52 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (normative commitment). The model further illustrated the contribution of normative commitment to turnover intention. The proposed model ($R = .718$) signifies the relationship that existed between normative commitment and turnover intention in private secondary schools' teachers.

Table 4.39**ANOVA Summary of Normative Commitment and Turnover Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	249.593	1	249.593	913.287
	Residual	234.483	858	.273	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Normative Commitment

ANOVA summary of normative commitment and turnover intention was illustrated in Table 4.39. As, $F = 913.287 > 3.85$ which was highly considerable and demonstrated that the turnover intention is influenced by normative commitment. Thus, H_0 10 was rejected, because significant relationship was found between normative commitment and turnover intention of private secondary school teachers.

Table 4.40**Coefficients Summary of Normative Commitment and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	.535	.085	6.281	.000
	Normative Commitment	.750	.025	.718	30.221

a. Dependent Variable: Turnover Intention

Coefficients summary of the model was presented in Table 4.40. It showed that value of coefficients of normative commitment was .750. Furthermore, its t value was 30.221 which was greater than 1.64 and was significant at the 0.05 level as $p=0.000$. So,

regression coefficients showed that normative commitment contributed to turnover intention of private secondary school teachers.

4.3.12 H_011 : Job Satisfaction on Turnover Intention

Eleventh null hypothesis stated that there was no significant effect of job satisfaction on turnover intention among private secondary school teachers. To check this hypothesis, linear regression was used.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

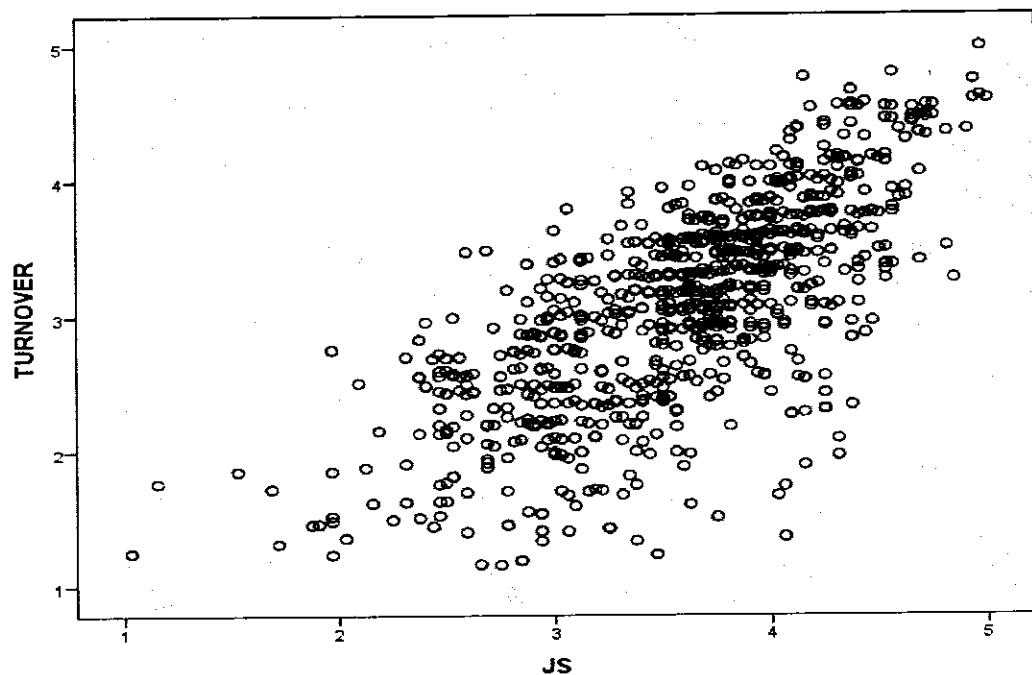


Figure 4.19 Scattered plot of job satisfaction and turnover intention

Second assumption required Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

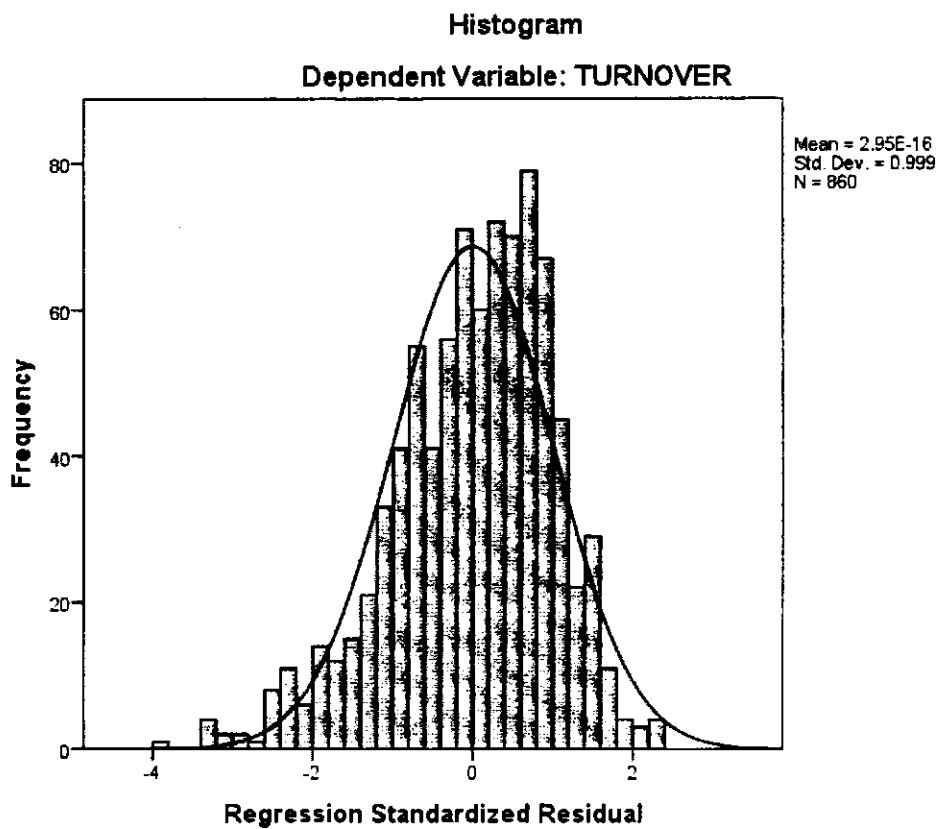


Figure 4.20 Normal distribution of residual

Fourth assumption required no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.691. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.41

Model Summary of Job Satisfaction and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.707 ^a	.500	.499	.531
a. (Constant), Job Satisfaction				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of job satisfaction and Turnover intention of private secondary school teachers was illustrated in table 4.41. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusted the number of explanatory terms used in the model. A moderate linear relationship was also evident, for $R^2 = .500$ reflected that nearly 50 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (job satisfaction). The model further illustrated the contribution of job satisfaction to turnover intention. The proposed model ($R = .707$) signifies the relationship that exist between job satisfaction and turnover intention in private secondary schools' teachers.

Table 4.42**ANOVA Summary of Job Satisfaction and Turnover Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	242.072	1	242.072	858.241
	Residual	242.004	858	.282	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Job Satisfaction

ANOVA summary of job satisfaction and turnover intention was illustrated in Table 4.42. As, the value of $F = 858.241 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by job satisfaction. Thus, H_0 11 was rejected, because significant relationship was found between job satisfaction and turnover intention of private secondary school teachers.

Table 4.43**Coefficients Summary of Job Satisfaction and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	.007	.105	.068	.946
	Job Satisfaction	.848	.029	.707	29.296

a. Dependent Variable: Turnover Intention

Coefficient summary of the model was presented in Table 4.43. It showed that value of coefficient of job satisfaction was .848. Furthermore, its t value was 29.296 which was greater than 1.64 and was significant at the 0.05 level as $p=0.000$. So,

regression coefficients showed that job satisfaction contributed to turnover intention of private secondary school teachers.

4.3.13 H₀12: Job Satisfaction: Pay and Turnover Intention

Twelfth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of pay and turnover intention. To check this hypothesis, linear regression analysis was used.

Table 4.44**Variables in model: Pay and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Pay	<ul style="list-style-type: none"> • My pay is adequate for normal expenses (Q1.1) • I am satisfied with my pay (Q1.2) • My pay is more than sufficient for my living expenses (Q1.3) • My pay is very secure (Q1.4) • I am highly paid as compared to others (Q1.5) • I am paid according to my professional experiences (Q1.6) • Pay increment depends on my performance (Q1.7) • Pay is paid equal to the work done (Q1.8)

Table 4.44 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.45.

Table 4.45**Inter item relationship between Pay and Turnover Intention**

	Q1.1	Q1.2	Q1.3	Q1.4	Q1.5	Q1.6	Q1.7	Q1.8	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q1.1	1	.388**	.442**	.197**	.456**	.393**	.240**	.437**	.812**	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q1.2		1	.201**	.139**	.291**	.301**	.260**	.356**	.388**	.351**	.281**	.251**	.201**	.323**	.427**	.099**
Q1.3			1	.134**	.268**	.296**	.141**	.308**	.442**	.448**	.552**	.498**	.893**	.451**	.560**	.067**
Q1.4				1	.325**	.214**	.173**	.182**	.197**	.158**	.217**	.175**	.134**	.204**	.330**	.063**
Q1.5					1	.582**	.371**	.531**	.456**	.406**	.396**	.322**	.268**	.413**	.679**	.052**
Q1.6						1	.411**	.501**	.393**	.356**	.401**	.354**	.296**	.381**	.650**	.085**
Q1.7							1	.475**	.240**	.156**	.244**	.203**	.141**	.269**	.446**	.069**
Q1.8								1	.437**	.350**	.331**	.226**	.308**	.428**	.622**	.064**
Q8.1									1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2										1	.638**	.583**	.448**	.683**	.725**	.061**
Q8.3											1	.650**	.552**	.588**	.694**	.056**
Q8.4												1	.498**	.552**	.641**	.084**
Q8.5													1	.451**	.560**	.077**
Q8.6														1	.735**	.069**
Q8.7															1	.065**
Q8.8																1

My pay is adequate for normal expenses (Q1.1). I am satisfied with my pay (Q1.2). My pay is more than sufficient for my living expenses (Q1.3). My pay is very secure (Q1.4). I am highly paid as compared to others (Q1.5). I am paid according to my professional experiences (Q1.6). Pay increment depends on my performance (Q1.7). Pay is paid equal to the work done (Q1.8). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

**.Correlation is significant at the 0.05 level (2-tailed).

Table 4.45 describes correlation between items of pay and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of pay and turnover intention as the value of "r" lied between +1 and -1. The highest correlation was found between "My pay is more than sufficient for my living

expenses" and "I will probably look for a job outside of this organization within the next 3 years" as $r=0.893$ while the lowest correlation was found between "I am highly paid as compared to others" and "I will likely actively look for a new job in the next year" as $r=0.052$.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

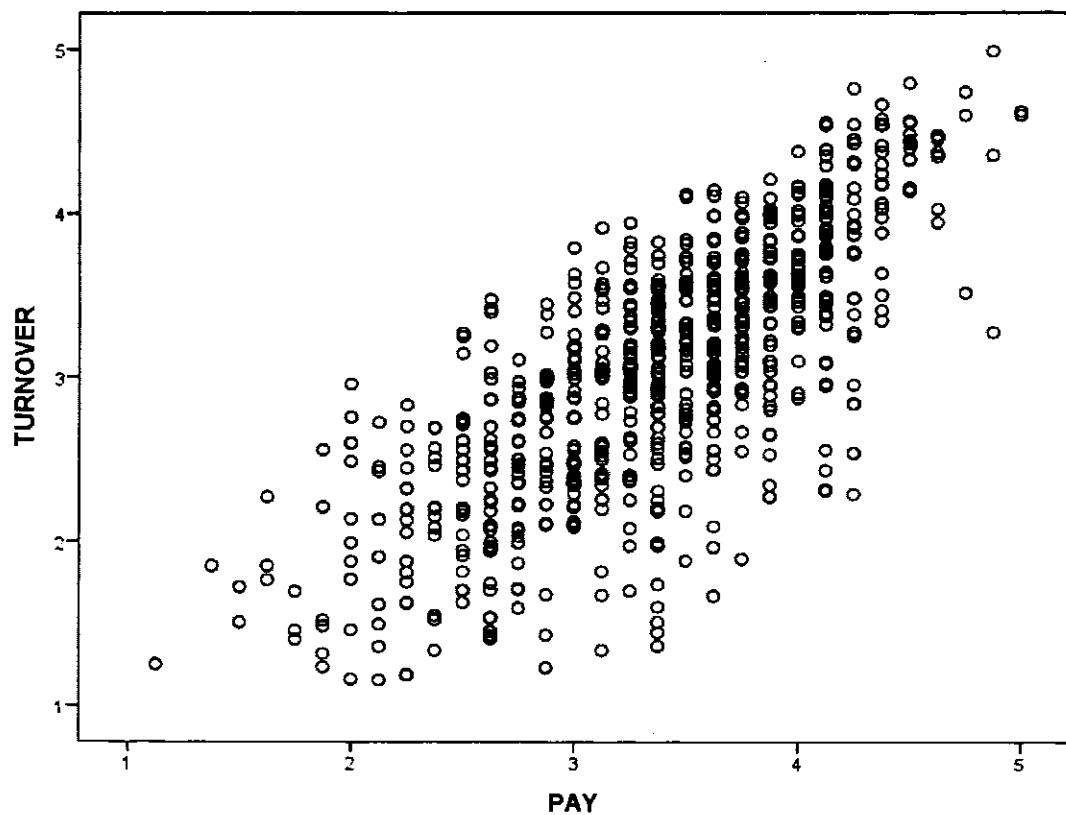


Figure 4.21 Scattered plot of pay and turnover intention

Second assumption required Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve, hence the data were normally distributed.

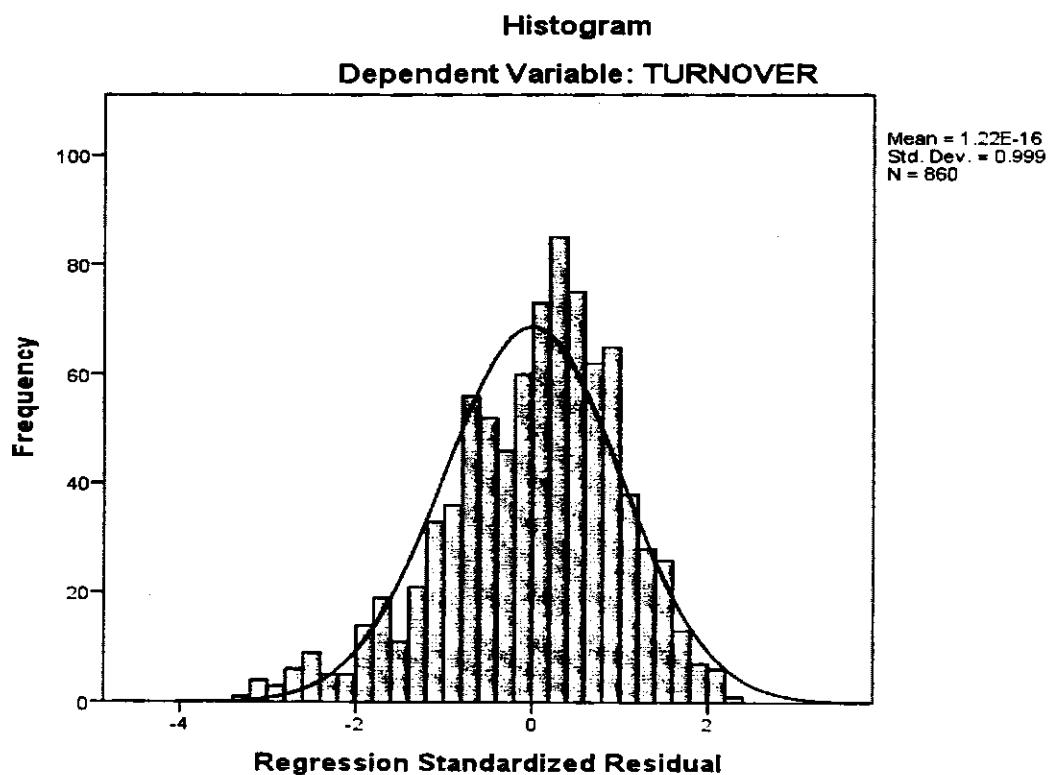


Figure 4.22 Normal distribution of residual

Fourth assumption required no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.793. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.46

Model Summary of Pay and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.748 ^a	.560	.559	.498
a. (Constant), Pay				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of pay and Turnover intention of private secondary school teachers was illustrated in table 4.46. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusts the number of explanatory terms used in the model. A strong linear relationship was also evident, for $R^2 = .560$ reflected that nearly 56 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (pay). The model further illustrated the contribution of pay to turnover intention. The proposed model ($R = .748$) signifies the relationship that existed between pay and turnover intention in private secondary schools' teachers.

Table 4.47**ANOVA Summary of Pay and Turnover****Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	271.074	1	271.074	1091.917
	Residual	213.003	858	.248	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention
b. Predictors: (Constant), Pay

ANOVA summary of pay and turnover intention was illustrated in Table 4.47. As, $F = 1091.917 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by pay. Thus, H_0 12 was rejected, because significant relationship was found between pay and turnover intention of private secondary school teachers.

Table 4.48**Coefficients Summary of Pay and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	.138	.090	1.538	.000
	Pay	.859	.026	.748	33.044

a. Dependent Variable: Turnover Intention

Coefficient summary of the model is presented in Table 4.48. It showed that value of coefficient of pay was .859. Furthermore, its t value was 33.044 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$. So, regression coefficients showed that pay contributed to turnover intention of private secondary school teachers.

4.3.14 H₀13: Job Satisfaction: Promotion and Turnover Intention

Thirteenth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of promotion and turnover intention. To check this hypothesis, linear regression analysis was used.

Table 4.49**Variables in model: Promotion and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Promotion	<ul style="list-style-type: none"> • Promotion in my organization is quite good (Q2.1) • Promotion in my organization is based on job efficiency (Q2.2) • Promotion in my organization is frequent (Q2.3) • Promotion in my organization is regular (Q2.4) • There are no limited opportunities for promotions in my organization (Q2.5) • Promotion in my organization is based on performance (Q2.6) • The chances for promotion in my organization are fair (Q2.7) • Promotion in my organization depends on the length of service (Q2.8)

Table 4.49 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.50.

Table 4.50**Inter item relationship between Promotion and Turnover Intention**

	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5	Q2.6	Q2.7	Q2.8	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q2.1	1	.475**	.391**	.387**	.438**	.156**	.823**	.475**	.240**	.156**	.244**	.203**	.141**	.269**	.446**	.079**
Q2.2		1	.420**	.524**	.477**	.350**	.475**	.791**	.437**	.350**	.331**	.226**	.308**	.428**	.622**	.084**
Q2.3			1	.519**	.505**	.303**	.391**	.420**	.376**	.303**	.310**	.232**	.189**	.336**	.564**	.094**
Q2.4				1	.514**	.414**	.387**	.524**	.417**	.414**	.371**	.298**	.282**	.408**	.665**	.058**
Q2.5					1	.289**	.438**	.477**	.343**	.289**	.281**	.233**	.245**	.288**	.551**	.074**
Q2.6						1	.156**	.350**	.741**	.725**	.638**	.583**	.448**	.683**	.825**	.061**
Q2.7							1	.475**	.240**	.156**	.244**	.203**	.141**	.269**	.446**	.079**
Q2.8								1	.437**	.350**	.331**	.226**	.308**	.428**	.622**	.084**
Q8.1									1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2										1	.638**	.583**	.448**	.683**	.725**	.066**
Q8.3											1	.650**	.552**	.588**	.694**	.086**
Q8.4												1	.498**	.552**	.641**	.064**
Q8.5													1	.451**	.560**	.077**
Q8.6														1	.735**	.069**
Q8.7															1	.065**
Q8.8																1

Promotion in my organization is quite good (Q2.1). Promotion in my organization is based on job efficiency (Q2.2). Promotion in my organization is frequent (Q2.3). Promotion in my organization is regular (Q2.4). There are no limited opportunities for promotions in my organization (Q2.5). Promotion in my organization is based on performance (Q2.6). The chances for promotion in my organization are fair (Q2.7). Promotion in my organization depends on the length of service (Q2.8). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

**.Correlation is significant at the 0.05 level (2-tailed).

Table 4.50 describes correlation between items of promotion and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of promotion and turnover intention as the value of “r”

lied between +1 and -1. The highest correlation was found between "Promotion in my organization is based on performance" and "I prefer very much not to continue working for this organization" as $r=0.825$ while the lowest correlation was found between "Promotion in my organization depends on the length of service" and "I will likely actively look for a new job in the next year" as $r=0.058$.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

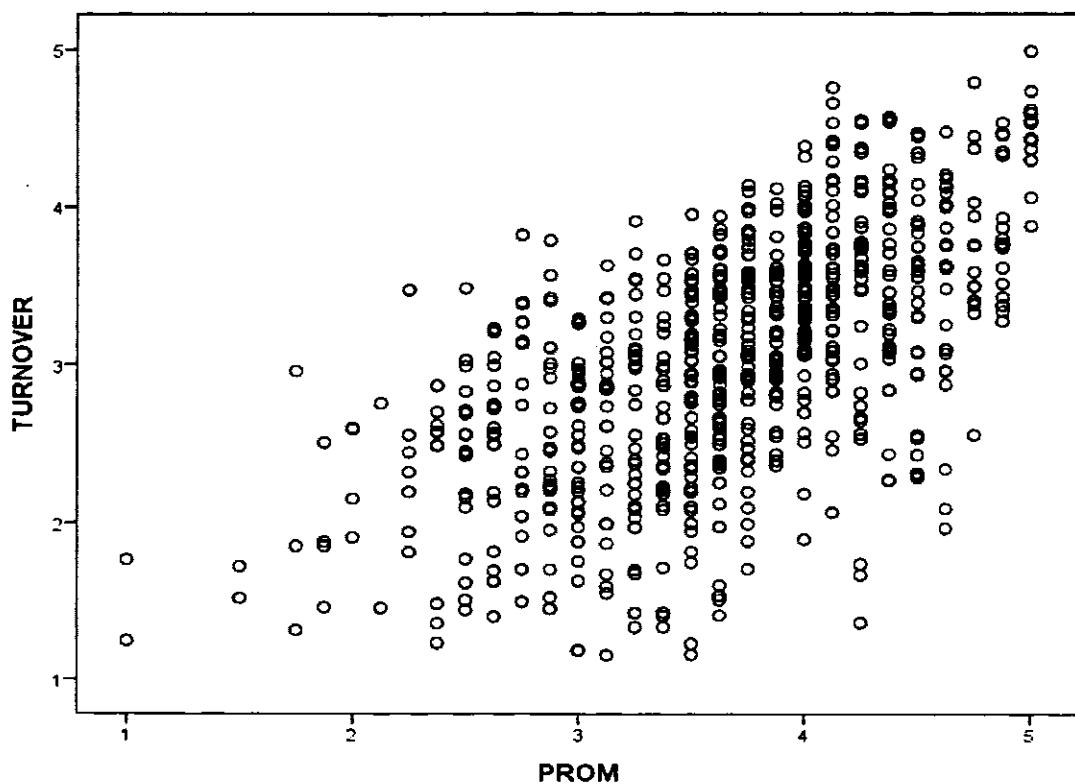


Figure 4.23 Scattered plot of promotion and turnover intention

Second assumption requires Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence, this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve hence, the data were normally distributed.

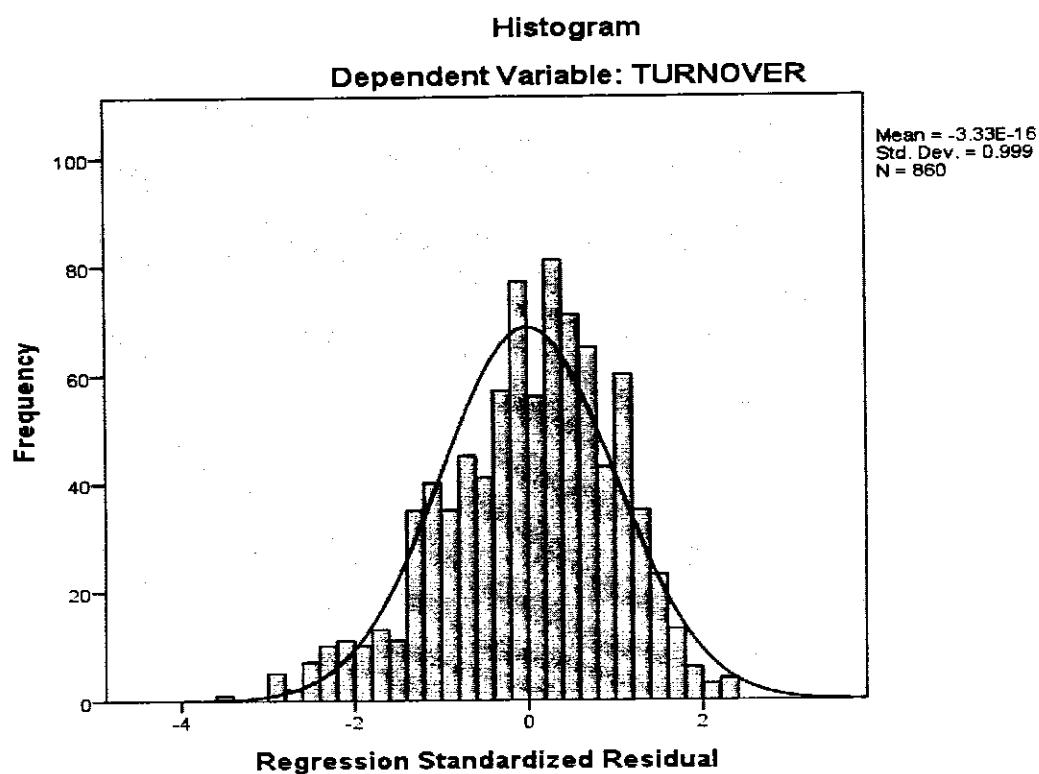


Figure 4.24 Normal distribution of residual

Fourth assumption requires no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.993. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.51

Model Summary of Promotion and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.611 ^a	.373	.372	.595

a. (Constant), promotion

b. Dependent Variable: Turnover Intention

Model summary of regression analysis of promotion and Turnover intention of private secondary school teachers was illustrated in table 4.51. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusts the number of explanatory terms used in the model. A moderate linear relationship was also evident, for $R^2 = .373$ reflected that nearly 38 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (promotion). The model further illustrated the contribution of promotion to turnover intention. The suggested model ($R=.611$) predicted that promotion of private secondary school teachers was considerably related with turnover intention of them.

Table 4.52**ANOVA Summary of Promotion and Turnover****Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	180.434	180.434	509.853	.000 ^b
	Residual	303.642	.354		
	Total	484.076	859		

a. Dependent Variable: Turnover Intention
b. Predictors: (Constant), Promotion

ANOVA summary of promotion and turnover intention was illustrated in Table 4.52. As, $F = 180.434 > 3.85$ which was highly considerable and demonstrated that the turnover intention is influenced by promotion. Thus, H_0 13 was rejected, because significant relationship was found between promotion and turnover intention of private secondary school teachers.

Table 4.53**Coefficients Summary of Promotion and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	.614	.110	5.590	.000
	Promotion	.662	.029	.611	22.580

a. Dependent Variable: Turnover Intention

Coefficients summary of the model is presented in Table 4.53. It showed that value of coefficients of promotion was .662. Furthermore, its *t* value was 22.580 which was greater than 1.64 and was significant at the 0.05 level as $p=0.000$. So, regression

coefficients showed that promotion contributed to turnover intention of private secondary school teachers.

4.3.15 H₀14: Job Satisfaction: Work Itself and Turnover Intention

Fourteenth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of working environment and turnover intention. To check this hypothesis, linear regression analysis was used.

Table 4.54**Variables in model: work itself and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Work Itself	<ul style="list-style-type: none"> • My present job is fun (Q3.1) • My present job is satisfying (Q3.2) • I am not bored with my present job (Q3.3) • My present job is good (Q3.4) • My present job is respected from others (Q3.5) • My present job is comfortable (Q3.6) • My present job is challenging (Q3.7) • My present job gives me a sense of achievement (Q3.8)

Table 4.54 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.55.

Table 4.55**Inter item relationship between work itself and Turnover Intention**

	Q3.1	Q3.2	Q3.3	Q3.4	Q3.5	Q3.6	Q3.7	Q3.8	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q3.1	1	.325**	.208**	.221**	.108**	.214**	.173**	.182**	.197**	.158**	.217**	.175**	.134**	.204**	.330**	.085**
Q3.2		1	.507**	.621**	.428**	.582**	.371**	.531**	.456**	.406**	.396**	.322**	.268**	.413**	.879**	.073**
Q3.3			1	.519**	.505**	.420**	.391**	.420**	.376**	.303**	.310**	.232**	.189**	.336**	.564**	.064**
Q3.4				1	.514**	.548**	.387**	.524**	.417**	.414**	.371**	.298**	.282**	.408**	.665**	.088**
Q3.5					1	.480**	.438**	.477**	.343**	.289**	.281**	.233**	.245**	.288**	.551**	.079**
Q3.6						1	.411**	.501**	.393**	.356**	.401**	.354**	.296**	.381**	.650**	.055**
Q3.7							1	.475**	.240**	.053**	.244**	.203**	.141**	.269**	.446**	.089**
Q3.8								1	.437**	.350**	.331**	.226**	.308**	.428**	.622**	.069**
Q8.1									1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2										1	.638**	.583**	.448**	.683**	.725**	.061**
Q8.3											1	.650**	.552**	.588**	.694**	.056**
Q8.4												1	.498**	.552**	.641**	.084**
Q8.5													1	.451**	.560**	.077**
Q8.6														1	.735**	.069**
Q8.7															1	.075**
Q8.8																1

My present job is fun (Q3.1). My present job is satisfying (Q3.2). I am not bored with my present job (Q3.3). My present job is good (Q3.4). My present job is respected by others (Q3.5). My present job is comfortable (Q3.6). My present job is challenging (Q3.7). My present job gives me a sense of achievement (Q3.8). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

**.Correlation is significant at the 0.05 level (2-tailed).

Table 4.55 describes correlation between items of work itself and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of work itself and turnover intention as the value of r lied

between +1 and -1. The highest correlation was found between "My present job is satisfying" and "I prefer very much not to continue working for this organization" as $r=0.879$ while the lowest correlation was found between "My present job is challenging" and "Continuation with my present employer will not fulfill my life expectations" as $r=0.053$.

Before any running linear regression analysis, the assumptions were tested.

First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.

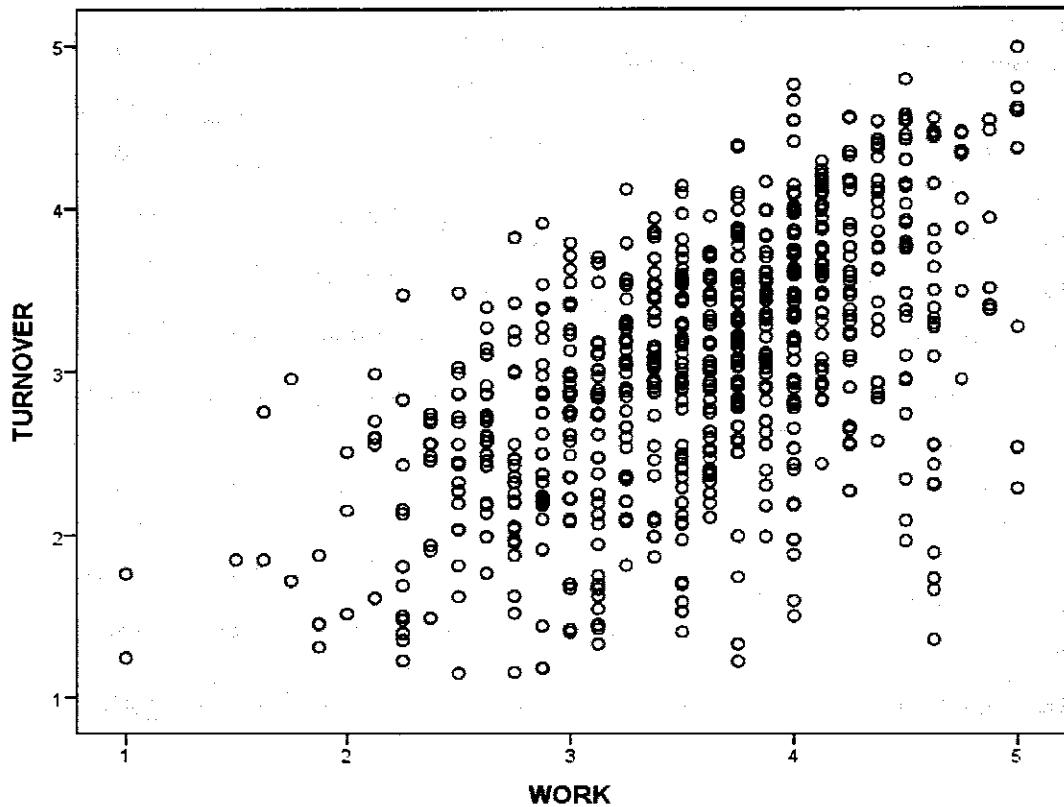
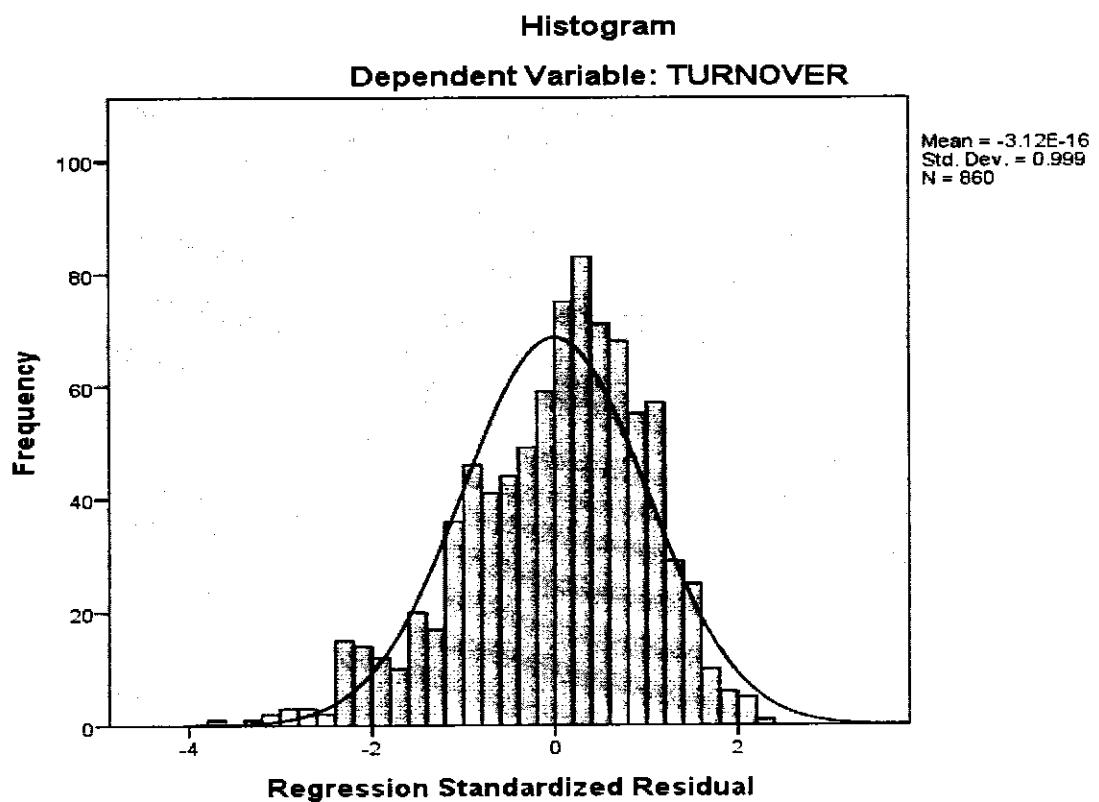


Figure 4.25 Scattered plot of organizational promotion and turnover intention

Second assumption requires Independence of residuals. Cross sectional survey was used and the data were collected from the participants only once. Hence, this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve hence, the data were normally distributed.



Graph 4.26 Normal distribution of residual

Fourth assumption requires no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.527. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.56

Model Summary of Work Itself and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.556 ^a	.309	.308	.624
a. (Constant), Work Itself				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of work itself and Turnover intention of private secondary school teachers was illustrated in table 4.56. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusts the number of explanatory terms used in the model. A moderate linear relationship was also evident, for $R^2 = .309$ reflected that nearly 31 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (work itself). The model further illustrated the contribution of work itself to turnover intention. The suggested model ($R=.556$) envisaged that work itself of private secondary school teachers was considerably related with turnover intention of them.

Table 4.57**ANOVA Summary of Work Itself and Turnover Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	1	149.706	384.149	.000 ^b
	Residual	858	.390		
	Total	859			

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Work Itself

ANOVA summary of work itself and turnover intention was illustrated in Table 4.57. As, the value of $F=384.149 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by work itself. Thus, H_0 14 was rejected, because significant relationship was found between work itself and turnover intention of private secondary school teachers.

Table 4.58**Coefficients Summary of Work Itself and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	.806	.116	6.921	.000
	Work Itself	.626	.032	.556	19.600

a. Dependent Variable: Turnover Intention

Coefficient summary of the model is presented in Table 4.58. It showed that value of coefficient of promotion was .626. Furthermore, its t value was 19.600 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$. So, regression coefficients showed that work itself contributed to turnover intention of private secondary school teachers.

4.3.16 H₀15: Job Satisfaction: Supervision and Turnover Intention

Fifteenth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of supervision and Turnover Intention. To check this hypothesis, linear regression analysis was used.

Table 4.59**Variables in model: Supervision and Turnover Intention**

Type of Variables	Name of Variables	Questionnaire items
Dependent variable	Turnover Intention	<ul style="list-style-type: none"> • I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1) • Continuation with my present employer will not fulfill my life expectation (Q8.2) • As soon as I can find a better job, I will quit this organization (Q8.3) • I often think of quitting my job (Q8.4) • I will probably look for a job outside of this organization within the next 3 years (Q8.5) • It is very unlikely that I would ever consider to leave this organization (Q8.6) • I prefer very much not to continue working for this organization (Q8.7) • I will likely actively look for a new job in the next year. (Q8.8)
Independent variable	Supervision	<ul style="list-style-type: none"> • My supervisor always consults with me (Q4.1) • My supervisor is a responsible person (Q4.2) • My supervisor praises good work (Q4.3) • My supervisor is influential figure to me (Q4.4) • My supervisor gives enough supervision to me (Q4.5) • My supervisor is a careful person (Q4.6) • My supervisor understands the nature of my work (Q4.7) • My supervisor is always there to ease my task (Q4.8)

Table 4.59 indicates that all the variables as well as their questionnaire items to be computed. Moreover, to test the direction of relationship between these items, Pearson's r correlation was used as shown in Table 4.60.

Table 4.60**Inter item relationship between Supervision and Turnover Intention**

	Q4.1	Q4.2	Q4.3	Q4.4	Q4.5	Q4.6	Q4.7	Q4.8	Q8.1	Q8.2	Q8.3	Q8.4	Q8.5	Q8.6	Q8.7	Q8.8
Q4.1	1	.741**	.360**	.330**	.307**	.324**	.308**	.305**	.073**	.741**	.646**	.585**	.442**	.661**	.857**	.075**
Q4.2		1	.322**	.284**	.295**	.315**	.295**	.232**	.741**	.081**	.638**	.583**	.448**	.683**	.725**	.061**
Q4.3			1	.636**	.580**	.595**	.628**	.490**	.360**	.322**	.261**	.232**	.230**	.368**	.599**	.069**
Q4.4				1	.630**	.573**	.531**	.464**	.330**	.284**	.241**	.251**	.182**	.306**	.552**	.051**
Q4.5					1	.644**	.600**	.564**	.307**	.295**	.287**	.301**	.210**	.356**	.578**	.059**
Q4.6						1	.632**	.610**	.324**	.315**	.269**	.242**	.263**	.354**	.599**	.076**
Q4.7							1	.604**	.308**	.295**	.294**	.275**	.279**	.322**	.581**	.062**
Q4.8								1	.305**	.232**	.233**	.273**	.237**	.322**	.534**	.067**
Q8.1									1	.741**	.646**	.585**	.442**	.661**	.757**	.075**
Q8.2										1	.638**	.583**	.448**	.683**	.725**	.061**
Q8.3											1	.650**	.552**	.588**	.694**	.056**
Q8.4												1	.498**	.552**	.641**	.084**
Q8.5													1	.451**	.560**	.077**
Q8.6														1	.735**	.069**
Q8.7															1	.065**
Q8.8																1

My supervisor always consults with me (Q4.1). My supervisor is a responsible person (Q4.2). My supervisor praises good work (Q4.3). My supervisor is influential figure to me (Q4.4). My supervisor gives enough supervision to me (Q4.5). My supervisor is a careful person (Q4.6). My supervisor understands the nature of my work (Q4.7). My supervisor is always there to ease my task (Q4.8). I would quit my present job for a similar position with better pay in another organization at the least opportunity (Q8.1). Continuation with my present employer will not fulfill my life expectation (Q8.2). As soon as I can find a better job, I will quit this organization (Q8.3). I often think about quitting my job (Q8.4). I will probably look for a job outside of this organization within the next 3 years (Q8.5). It is very unlikely that I would ever consider leaving this organization (Q8.6). I prefer very much not to continue working for this organization (Q8.7). I will likely actively look for a new job in the next year. (Q8.8).

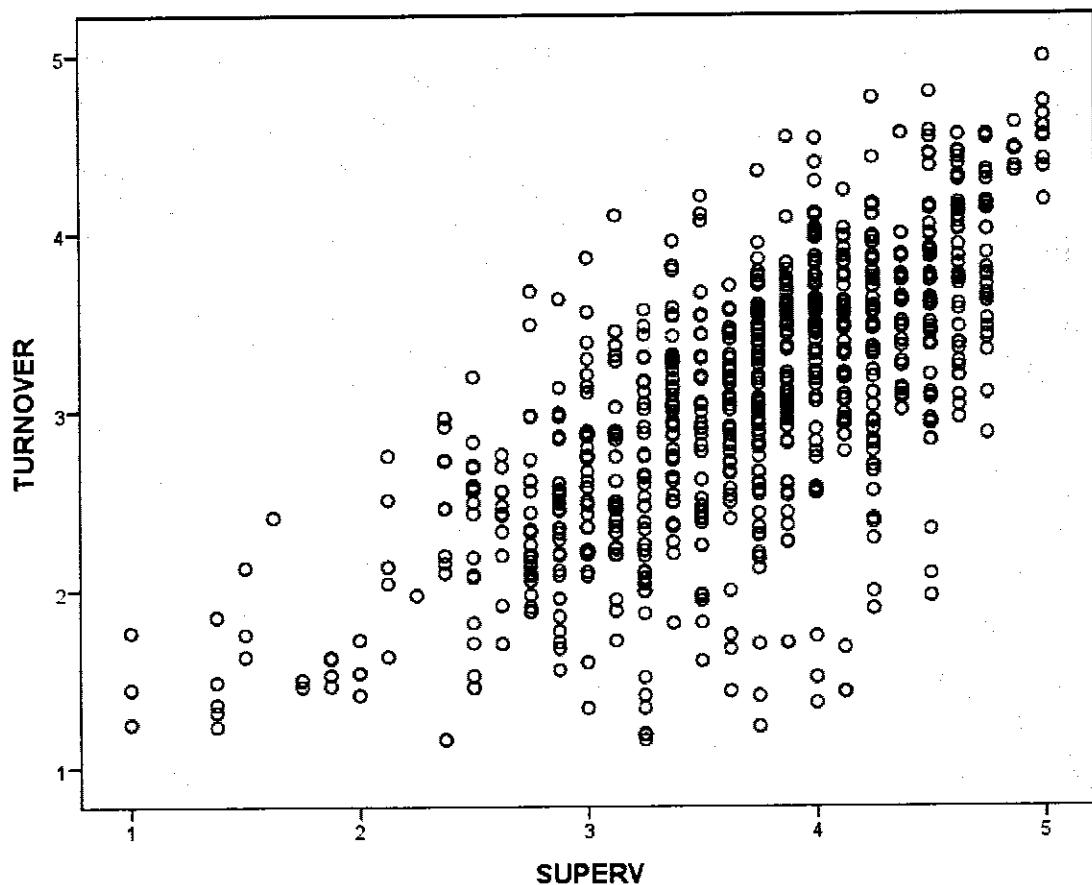
**. Correlation is significant at the 0.05 level (2-tailed).

Table 4.60 describes correlation between items of supervision and turnover intention of private secondary school teachers. The results showed that correlation occurred between all the items of supervision and turnover intention as the value of r lied

between +1 and -1. The highest correlation was found between "My supervisor always consults with me" and "I prefer very much not to continue working for this organization" as $r=0.857$ while the lowest correlation was found between "My supervisor is influential figure to me" and "I will likely actively look for a new job in the next year" as $r=0.051$.

Before any running linear regression analysis the assumption were tested.

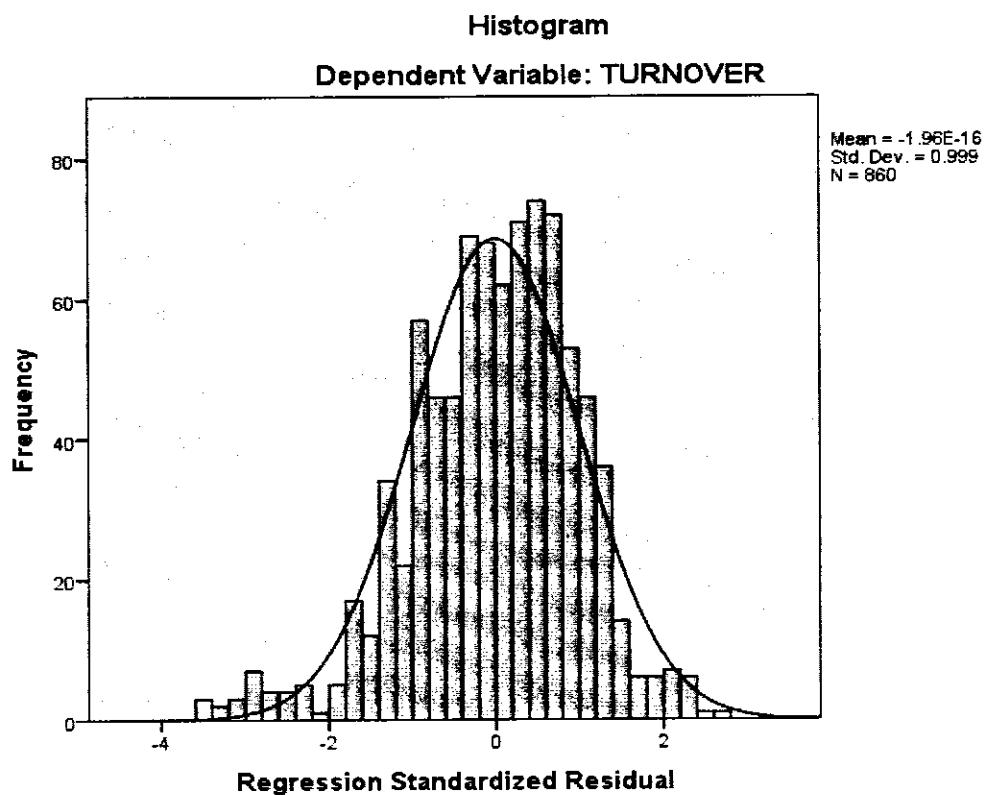
First assumption stated that there should be linearity of residuals. It can be checked by drawing plot between independent and dependent residuals. As the plot indicated linear pattern, first assumption is fulfilled.



Graph 4.27 Scattered plot of supervision and turnover intention

Second assumption requires Independence of residuals. Cross sectional survey and the data were collected from the participants only once. Hence, this assumption was automatically fulfilled.

Third assumption stated that there should be Normal distribution of residuals. As histogram given below stated that the data were on normal curve hence, the data were normally distributed.



Graph 4.28 Normal distribution of residual

Fourth assumption requires no auto correlation between residuals. For this purpose, Durbin Watson test was run and the value was 1.874. As the value lied between 1.5 to 2.5, hence the assumption was met.

As all the assumptions were met, linear regression analysis was carried out. Following is the detailed analysis to check the hypothesis.

Table 4.61

Model Summary of Supervision and Turnover Intention

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>Std. Error of</i> <i>the estimate</i>
1	.683 ^a	.467	.466	.548
a. (Constant), Supervision				
b. Dependent Variable: Turnover Intention				

Model summary of regression analysis of supervision and Turnover intention of private secondary school teachers was illustrated in table 4.61. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusts the number of explanatory terms used in the model. A moderate linear relationship was also evident, for $R^2 = .467$ reflected that nearly 47 % of total variability in the response variable (turnover intention) was the outcome of predictor variable (supervision). The model further illustrated the contribution of supervision to turnover intention. The suggested model ($R=.683$) envisaged that supervision of private secondary school teachers was considerably related with turnover intention of them.

Table 4.62**ANOVA Summary of Supervision and Turnover****Intention**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	225.959	1	225.959	751.102
	Residual	258.118	858	.301	
	Total	484.076	859		

a. Dependent Variable: Turnover Intention
b. Predictors: (Constant), Supervision

ANOVA summary of supervision and turnover intention was illustrated in Table 4.62. As, the value of $F = 751.102 > 3.85$ which was highly considerable and demonstrated that the turnover intention was influenced by supervision. Thus, H_0 15 was rejected, because significant relationship was found between supervision and turnover intention of private secondary school teachers.

Table 4.63**Coefficients Summary of Supervision and Turnover Intention**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
	(Constant)	.394	.099		
1	Supervision	.719	.026	.683	27.406

a. Dependent Variable: Turnover Intention

Coefficient summary of the model is presented in Table 4.63. It showed that value of coefficient of promotion was .719. Furthermore, its *t* value was 27.406 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$. So, regression

coefficients showed that supervision contributed to turnover intention of private secondary school teachers.

Table 4.64

Rank Order of the Factors of Job Satisfaction and Dimensions of Organizational Commitment

Variable	Factors/Dimensions	R ²	Rank Order
Organizational Commitment	Affective Commitment	0.645	1
Commitment	Normative Commitment	0.516	2
	Continuance Commitment	0.395	3
Job Satisfaction	Pay	0.560	1
	Supervision	0.467	2
	Promotion	0.373	3
	Work itself	0.309	4

Table 4.64 indicated the rank order of factors/dimensions of the two independent variables like; job satisfaction and organizational commitment. Moreover, the regression values of affective commitment and pay showed that these two factors/dimensions were on top and dominantly affecting the turnover intention of secondary school teachers.

4.4 Qualitative Analysis

The study examined the impact of organizational commitment and job satisfaction on turnover of secondary school teachers. The research instruments such as questionnaires and interview were developed to collect the data. The interviews were largely recorded and were transcribed into text. For the analysis of the transcribed text, the leading and useful themes, categories and codes were generated from the transcribed.

4.4.1 Organizational Affective Commitment

Affective commitment refers to emotional attachment of teachers with the institution. It is very important for an institution because if a teacher is emotionally attached with the institution, he/she can perform better for the institution.

Table 4.65

Head teachers/principals views regarding their teachers' Affective Commitment

S. No.	Themes	Counts	Frequency %age
1	No emotional commitment with the organization	12	75%
2	No psychological commitment with the organization	9	56%
3	Teachers have no sense of belonging to the organization	5	31%
4	Feel comfortable in the organization	2	13%
5	More commitment shown by female teachers	1	6%
6	No commitment of the teachers with the organization	1	6%
Total		30	

Table 4.65 revealed that the head teachers/principals viewed about their teachers that they had no emotional commitment with the organization (75%), no psychological commitment with the organization (56%), have no sense of belonging to the organization (31%), felt comfortable in the organization (13%), more commitment shown by female teachers (6%) and no commitment with the organization (6%).

These results suggested that the principals viewed that majority of their teachers were not emotionally and psychologically committed with the institutions. As the definition of organizational commitment suggests that a person has affective commitment with the institution if he/she is emotionally attached with the institution. Hence, it was found that the head teachers/principals viewed that their teachers had no affective commitment with the institution.

4.4.2 Organizational Continuance Commitment

An awareness of the costs associated with leaving the job is considered as continuance commitment. Because of the individual's awareness or consideration of expenses and threats linked to leave the organization.

Table 4.66**Head teachers/principals views regarding their teachers' Continuance Commitment**

S. No.	Themes	Counts	Frequency %age
1	Teachers have no awareness of cost associated with leaving the job	10	63%
2	Unexpectedly leave the job	8	50%
3	Aware of the cost associated with leaving the job	5	31%
4	Teachers sign contract of five years to stay in the institute	3	19%
5	Teachers are comfortable in the institution	2	13%
6	Teachers compromise in case the school is at loss	1	6%
Total		29	

Table 4.66 showed that the head teachers/principals viewed about their teachers that they: had no awareness of cost associated with leaving the job (63%), Unexpectedly leave the job (50%), Aware of the cost associated with leaving the job (31%), sign contract of five years to stay in the institute (19%), are comfortable in the institution (13%) and compromise in case the school is at loss (6%).

These results proposed that the head teachers/principals viewed that most of their teachers were not aware of cost associated with leaving the job and unexpectedly leave their jobs. As the continuance commitment implies that a person has continuance commitment if he/she is aware of cost associated with leaving the institution. Hence, it was found that the head teachers/principals viewed that their teachers had no continuance commitment with the institution.

4.4.3 Organizational Normative Commitment

Sense of responsibility to continue job with a particular organization is considered as normative commitment. The assumed idea of responsibility and commitment permits workers to continue affiliation with a specific organization.

Table 4.67

Head teachers/principals views regarding their teachers' Normative Commitment

S. No.	Themes	Counts	Frequency %age
1	Teachers are not responsible towards their job	15	94%
2	Teachers have no moral courage to stay in the institution	8	50%
3	Teachers do not owe the institution	7	44%
4	Females have more sense of responsibility than males	2	13%
5	Rural area teachers are more responsible toward their job than the urban ones	2	13%
Total		34	

Table 4.67 presented that the head teachers/principals viewed about their teachers that they: were not responsible towards their job (94%), had no courage to stay in the institution (50%), did not owe the institution (44%), females had more sense of responsibility than males (13%) and rural area teachers were more responsible toward their job than the urban ones (13%).

These results projected that the head teachers/principals viewed that most of their teachers were not responsible towards their jobs and had no moral courage to stay in the

institutions. As the normative commitment infers that a person has normative commitment if he/she has sense of moral responsibility to continue employment with a specific institution. Hence, it was found that the head teachers/principals viewed that their teachers had no normative commitment with the institution.

4.4.4 Job Satisfaction in Terms of Pay

Salary is crucial for employees in any organization. Employees work for the organization and as a reward they want to have a good pay according to their qualification and abilities. If organization/institution is not offering them a good pay package then the employees are less satisfied and it also affects their performance.

Table 4.68

Head teachers/principals views regarding their teachers' job satisfaction in terms of pay

S. No.	Themes	Counts	Frequency %age
1	Salaries are not sufficient	9	56%
2	Salaries are not paid according to teachers' qualification	7	44%
3	Salaries are not paid according to teachers' experience	6	38%
4	Salaries are according to institutional budget	4	25%
5	Salaries are according to job market	2	13%
6	Salaries are satisfactory	2	13%
Total		30	

Table 4.68 showed that the head teachers/principals viewed about their teachers that there: Salaries were not sufficient (56%), Salaries were not paid according to teachers'

qualification (44%), Salaries were not paid according to teacher's experience (38%), salaries were according to institutional budget (25%), Salaries were according to job market (13%) and Salaries were satisfactory (13%).

These results anticipated that the head teachers/principals viewed that most of their teachers were not paid sufficiently; moreover, the teachers were not paid according to their qualification. Sufficient salary is necessary for satisfaction of employees. Hence, the results of qualitative analysis implied that the salaries of the teachers were not sufficient and the teachers were not satisfied in terms of pay.

4.4.5 Job Satisfaction in Terms of Promotion

Table 4.69

Head teachers/principals views regarding their teachers' job satisfaction in terms of promotion

S. No.	Themes	Counts	Frequency %age
1	Teachers are not satisfied with the promotion criteria settled by the institution	11	69%
2	Teachers are not promoted on the basis of their performance	8	50%
3	Teachers are not promoted on the basis of their qualification	6	38%
4	Teachers are not promoted on the basis of their experience	5	31%
5	There is no promotion criteria of teachers in private institutions	3	19%
6	Promotion of teachers on regular basis	2	13%
Total		35	

Table 4.69 presented that the head teachers/principals viewed about their teachers that they: were not satisfied with the promotion criteria settled by the institution (69%), were not promoted on the basis of their performance (50%), were not promoted on the basis of their qualification (38%), were not promoted on the basis of their experience (31%), had no promotion criteria of teachers in private institutions (19%) and were promoted of teachers on regular basis (13%).

These results anticipated that the head teachers/principals viewed that most of their teachers were not satisfied with the promotion criteria settled by the institution and they were promoted on the basis of their performance. Hence, the results of qualitative analysis implied that the promotion of the teachers was not based on their performance, qualification and experience and they were not satisfied in terms of promotion.

4.4.6 Job Satisfaction in Terms of work Itself

One of the most significant factors of job satisfaction is work environment. It is used in broader sense and effect both observable and non-observable.

Table 4.70

Head teachers/principals views regarding their teachers' job satisfaction in terms of work itself

S. No.	Themes	Counts	Frequency %age
1	Teacher are not satisfied with the work load	13	81%
2	Teachers are not fulfilling their job responsibilities	7	44%
3	Teachers take their job as time pass	3	19%
4	Teachers take their job as fun	2	13%
Total		25	

Table 4.70 revealed that the head teachers/principals viewed about their teachers that they: were not satisfied with the work load (81%), were not fulfilling their job responsibilities (44%), were taking their job as time pass (19%) and were taking their job as fun (13%).

These results anticipated that the head teachers/principals viewed that most of their teachers were not satisfied with the work load and were not fulfilling their job responsibilities. Hence the results of qualitative analysis implied that the teachers were not fulfilling their responsibilities and they were not satisfied in terms of work itself.

Thus, qualitative analysis articulated that most of the head teachers argued that their teachers were not satisfied and fulfilling their job/work requirements.

4.4.7 Job Satisfaction in Terms of Supervision

Supervision is an important aspect in performance and behavior administration systems in any organizational. Salary and incentive systems are very important factors in supervision.

Table 4.71

Head teachers/principals views regarding their teachers' job satisfaction in terms of supervision

S. No.	Themes	Counts	Frequency %age
1	Teachers are not satisfied with their supervisory process	9	56%
2	There is no friendly environment between supervisors and the teachers	7	44%
3	Supervisors do not use democratic style for supervision	6	38%
4	Supervision of the teachers is very strict	3	19%
5	Teachers are not satisfied with the process of supervision	2	13%
Total		27	

Table 4.71 indicated that the head teachers/principals viewed about their teachers that they: were not satisfied with their supervisory process (56%), were not provided friendly environment of supervision (44%), did not use democratic style for supervision (38%), teachers were supervised very strictly (19%) and were not satisfied with the process of supervision (13%).

These results anticipated that the head teachers/principals viewed that most of their teachers were not satisfied with their supervisors and they were not provided friendly environment of supervision. Hence, the results of qualitative analysis implied that the teachers were not satisfied with their supervisors and they were not satisfied in terms of supervision.

Table 4.72**Head teachers/principals views regarding their teachers' turnover intention**

S. No.	Themes	Counts	Frequency %age
1	Teachers work in private sector as a part time job	14	88%
2	Teachers leave the job as soon as they have an opportunity	12	75%
3	Teacher leave the job as soon as they have better salary	11	69%
4	Teachers are bounded by contract	7	44%
5	Teachers do not leave the job	4	25%
Total		48	

Table 4.72 indicated that the head teachers/principals viewed about their teachers that they: worked in private sector as a part time job (88%), left the job as soon as they had an opportunity (75%), left the job as soon as they had better salary (69%), were bounded by contract (44%) and did not leave the job (25%).

These results anticipated that the head teachers/principals viewed that most of their teachers were working in private sector as a part time job and as soon as they had better opportunity or offered better salary package, they left the job. Hence the results of qualitative analysis implied that the teachers had intention to leave the job.

4.5 Integration of Quantitative and Qualitative Results

This section discusses integration of both quantitative and qualitative results.

4.5.1 Affective Commitment

The quantitative data analysis resulted that a strong and significant linear relationship existed between affective commitment and turnover intention of private secondary school teachers. In other words turnover intention was influenced by affective commitment. While, the qualitative data analysis explored that the teachers had not emotional and psychological commitment with the organization. So, the integration of both analyses suggested that affective commitment affected the turnover intention of private secondary school teachers.

4.5.2 Continuance Commitment

The quantitative data analysis showed that a moderate and significant linear relationship existed between continuance commitment and turnover intention of private secondary school teachers. In other words, turnover intention was influenced by continuance commitment. On the other hand, the qualitative data analysis discovered that the teachers had no awareness of cost associated with leaving the job and they unexpectedly leave the job. Hence, the integration of both analyses yielded that continuance commitment affected the turnover intention of private secondary school teachers.

4.5.3 Normative Commitment

The quantitative data analysis resulted that a moderate and significant linear relationship existed between normative commitment and turnover intention of private secondary school teachers. In other words turnover intention was influenced by normative commitment. While, the qualitative data analysis explored that the teachers were not responsible towards their job and they had no moral courage to stay in the institution. So, the integration of both analyses recommended that normative commitment affected the turnover intention of private secondary school teachers.

4.5.4 Pay

The quantitative data analysis resulted that a moderate and significant linear relationship existed between pay and turnover intention of private secondary school teachers. In other words turnover intention was influenced by pay. While, the qualitative data analysis explored that the salaries of teachers were not sufficient and salaries were not paid according to teachers' qualification and experience. So, the integration of both analyses endorsed that the turnover was due to pay and it affected the turnover intention of private secondary school teachers.

4.5.5 Promotion

The quantitative data analysis resulted that a moderate and significant linear relationship existed between promotion and turnover intention of private secondary school teachers. In other words turnover intention was influenced by promotion. While, the qualitative data analysis explored that the teachers were not satisfied with the

promotion system offered by the institution and they were not promoted on the basis of their performance and qualification. Hence, the integration of both analyses endorsed that the turnover was due to promotion and it affected the turnover intention of private secondary school teachers.

4.5.6 Work itself

The quantitative data analysis resulted that a weak and significant linear relationship existed between work itself and turnover intention of private secondary school teachers. In other words turnover intention was influenced by work itself. While, the qualitative data analysis explored that the teachers were not satisfied with the work load and they were not fulfilling their job responsibilities. So, the integration of both analyses yielded that the turnover was due to work itself and it affected the turnover intention of private secondary school teachers.

4.5.7 Supervision

The quantitative data analysis resulted that a moderate and significant linear relationship existed between supervision and turnover intention of private secondary school teachers. In other words, turnover intention was influenced by supervision. While, the qualitative data analysis discovered that the teachers were not satisfied with their supervisory process and they were not provided friendly environment of supervision. So, the integration of both analyses yielded that the turnover was due to supervision and it affected the turnover intention of private secondary school teachers.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATOINS

This chapter presents the summary of the study, findings of the results obtained in Chapter 4, conclusions drawn and recommendations generated.

5.1 Summary of the Study

Organizational commitment, job satisfaction and turnover intention are matters of concern related to any organization. To better understand how the impact of organizational commitment and job satisfaction on turnover intention of secondary school teachers, this study presented the impact of each variable on turnover intention separately. The objectives of the study were; (1) to find out the impact of organizational commitment on turnover intention of secondary school teachers; (2) to explore the relationship between dimensions of organizational commitment and turnover intention among the secondary school teachers; (3) to examine the impact of job satisfaction on turnover intention of secondary school teachers; (4) to check the relationship between the factors of job satisfaction and turnover intention of secondary school teachers and (5) to identify demographic factors (gender, school location and school category) in terms of job satisfaction and organizational commitment of private school teachers. In this study, concurrent triangulation strategy was used. All the teachers (13764) and principals (1133) working in private secondary schools in Rawalpindi and Islamabad were the target population of the study. 16 principals and 860 teachers were randomly sampled. Standardized Questionnaires i.e. Organizational Commitment Scale (OCS), Job

Descriptive Index (JDI) and Turnover Intention Questionnaire (TIQ) were used as instruments of this study for exploring quantitative data. A self-prepared semi-structured interview was designed for conducting interviews of the principals in respect of qualitative part of the study. The researcher visited the sampled schools personally and distributed the questionnaires. For the collection of data from the principals face to face interviews were conducted. SPSS 20 was used to analyze the data attained from the questionnaires. Independent sample t-test was used to examine the differences in the mean scores of organizational commitment and job satisfaction in terms of gender, school location and school category. Linear regression was used to identify dominant factors, among the factors of organizational commitment and job satisfaction that had closer relation with turnover intention of teachers. Qualitative data were analyzed using thematic analysis. The themes were converted into counts. These counts were integrated in descriptive quantitative data. Findings of the study indicated that there were no significant differences in the mean scores of organizational commitment and job satisfaction in terms of gender and school category. But, rural private secondary school teachers showed better organizational commitment and job satisfaction than the urban ones. It was found that affective and normative commitment was dominantly affecting the turnover intention of the school teachers, while the continuance commitment was moderate affected the turnover of the secondary school teachers. The study also found that pay and supervision were dominant factors that affecting the turnover intention of teachers while promotion and work itself were moderate affecting the turnover intention of teachers. The qualitative results also showed that the teachers were not satisfied and committed with their jobs.

5.2 Findings of the study

On the basis of data analysis, following findings were inferred:

5.2.1 Findings related to demographic variables

1. Descriptive analysis showed that there were 303 (35.2%) male respondents and 557 (64.8%) female teachers. Bar graph also presented the gender position of teachers (Table 4.1 and Graph 4.1).
2. The total population. 336 (39.1%) teachers were below 25 years, 396 (46.0%) teachers represented 25-34 age group, 94 (10.9%) teachers represented 35-44 age group, 23 (2.7%) teachers represented 45-54 age group, while, 11 (1.3%) teachers represented 55 up age group. The data were presented in bar graph also (Table 4.2 and Graph 4.2).
3. Descriptive analysis presented the marital status of the respondents. High proportion 509 (59.2%) teachers were single, 329 (38.3%) were married, 17 (2.0%) teachers divorced/separated and 5 (0.6%) were widowed. The bar graph also illustrated the data (Table 4.3 and Graph 4.3).
4. The academic qualifications of the teachers were measured. High proportion of the teachers 478 (55.6%) had masters degrees, followed by bachelors 264 (30.7%). A reasonable size 57 (6.6%) possessed higher degrees, MS/M.Phil and Ph.D. Undergraduates formed a negligible number. Graphic position was also presented in bar graph (Table 4.4 and Graph 4.4).
5. The professional trainings of the teachers were measured. A high proportion 424 (49.3%) had B. Ed. training, followed by M. Ed. 87 (10.1%). A considerable

number 280 (32.6%) had no professional qualifications. That was regarded a common phenomenon in private sector. However, 69 (8.1%) cases possessed certification in teaching. The data were presented in bar graph (Table 4.5 and Graph 4.5).

6. Descriptive analysis of teaching experience gained by the teachers in private sectors. It was observed that high proportion 397 (46.2%) had 1-5 years experiences, followed by 146 (17.0%) between 6-11 years. A considerable number 264 (30.7%) formed new recruits less than one year. The upper age group was smaller in number. Graphic position was also given in bar graph (Table 4.6 and Graph 4.6).

5.2.2 Findings based on descriptive analysis

7. The organizational commitment scores of the teachers ranged from 27 to 88 with a mean of 61.74. The Skewness of the test score was found -0.371 and Kurtosis of the test score was 0.545. It indicated that the data were distributed normally. The histogram of the scores in organizational commitment indicated that data rested on the normal curve (Table 4.7 and Graph 4.7).
8. The affective commitment scores of the teachers ranged from 6 to 30 with a mean of 21.00. The Skewness of the test score was found -0.636 and Kurtosis of the test score was 0.873. It indicated that the data were distributed normally. The histogram of the scores in Affective Commitment indicated that data rested on the normal curve (Table 4.8 and Graph 4.8).
9. The continuance commitment scores of the teachers ranged from 10 to 30 with a mean of 19.64. The Skewness of the test score was found 0.040 and Kurtosis of

the test score was -0.035. It indicated that the data were distributed normally. The histogram of the scores in Continuance Commitment indicated that data rested on the normal curve (Table 4.9 and Graph 4.9).

10. The normative commitment scores of the teachers ranged from 6 to 30 with a mean of 21.10. The Skewness of the test score was found -0.391 and Kurtosis of the test score was 0.380. It indicated that the data were distributed normally. The histogram of the scores in normative commitment indicated that data rested on the normal curve (Table 4.10 and Graph 4.10).
11. The job satisfaction scores of the teachers ranged from 38 to 157 with a mean of 106.46. The Skewness of the test score was found -0.257 and Kurtosis of the test score was 0.028. It indicated that the data were distributed normally. The histogram of the scores in total job satisfaction indicated that data rested on the normal curve (Table 4.11 and Graph 4.11).
12. The pay scores of the teachers ranged from 10 to 40 with a mean of 24.48. Skewness of the test score was found -0.088 and Kurtosis of the test score was -0.421. This indicated that the data was normally distributed. The histogram of the scores in pay indicated that data rested on the normal curve (Table 4.12 and graph 4.12).
13. The promotion scores of the teachers ranged from 8 to 40 with a mean of 24.86. The Skewness of the test score was found -0.302 and Kurtosis of the test score was -0.168. It indicated that the data were distributed normally. The histogram of the scores in promotion indicated that data rested on the normal curve (Table 4.13 and Graph 4.13).

14. Work itself scores of the teachers ranged from 10 to 40 with a mean of 28.22. The Skewness of the test score was found -0.489 and Kurtosis of the test score was 0.264. It indicated that the data were distributed normally. The histogram of the scores in work itself indicated that data rested on the normal curve (Table 4.14 and Graph 4.14).

15. The supervision scores of the teachers ranged from 8 to 40 with a mean of 28.90. The Skewness of the test score was found -0.665 and Kurtosis of the test score was 0.501. It indicated that the data were distributed normally. The histogram of the scores in supervision indicated that data rested on the normal curve (Table 4.15 and Graph 4.15).

16. The turnover scores of the teachers ranged from 9 to 39 with a mean of 25.87. The Skewness of the test score was found -0.200 and Kurtosis of the test score was -0.073. It indicated that the data were distributed normally. The histogram of the scores in turnover which indicated that data rested on the normal curve (Table 4.16 and Graph 4.16).

5.2.3 Findings related to demographic variables in terms of organizational commitment

17. Independent sample t-test analysis showed that there was no significant difference between chained ($M=61.67$, $SD=9.504$) and non-chained ($M=61.81$, $SD=9.780$) with respect to organizational commitment ($t (858) = 0.205$, $p = 0.838$). So, null hypothesis i.e. there was no significant difference in the mean scores of organizational commitment among teachers of chained and non-chained private secondary schools, accepted (Table 4.17).

18. Independent sample t-test analysis presented that there was no significant difference between male ($M=61.72$, $SD=10.028$) and female ($M=61.75$, $SD=9.426$) with respect to organizational commitment ($t (858) = -0.052$, $p = 0.958$). So, the null hypothesis i.e. there was no significant difference in the mean scores of organizational commitment among male and female private secondary school teachers was accepted (Table 4.18).
19. Independent sample t-test analysis revealed that there was a significant difference between teachers of urban schools ($M=60.82$, $SD=9.461$) and rural schools ($M=62.66$, $SD=9.733$) with respect to organizational commitment ($t (858) = -2.814$, $p = 0.005$). Thus, null hypothesis there is no significant difference in the mean scores of organizational commitment among urban and rural private secondary school teachers was not accepted (Table 4.19).

5.2.4 Findings related to demographic variables with relation to job satisfaction

20. Job satisfaction of chained and non-chained school teachers was measured, using independent sample t-test. It was found that there was no significant difference between chained ($M=106.33$, $SD=19.162$) and non-chained schools ($M=106.59$, $SD=19.139$) with respect to job satisfaction ($t (858) = -0.198$, $p = 0.843$). So, null hypothesis i.e. there was no significant difference in the mean scores of job satisfaction among teachers of chained and non-chained private secondary schools was accepted (Table 4.20).
21. Independent sample t-test was used to measure the job satisfaction of male and female school teachers. It was found that there was no significant difference between male ($M=106.17$, $SD=20.515$) and female ($M=106.62$, $SD=18.366$) with

respect to job satisfaction ($t (858) = -0.324, p = 0.958$). So, null hypothesis i.e. there is no significant difference in the mean scores of job satisfaction among male and female private secondary school teachers was accepted (Table 4.21).

22. Independent sample t-test was used to measure the job satisfaction of rural and urban school teachers. It was found that there was a significant difference between teachers of urban schools ($M=104.77, SD=18.177$) and rural schools ($M=108.15, SD=19.935$) with respect to job satisfaction ($t (858) = -2.601, p = 0.009$). So, null hypothesis i.e. there was no significant difference in the mean scores of job satisfaction among urban and rural private secondary school teachers was not accepted (Table 4.22).

5.2.5 Findings based on organizational commitment and turnover intention

23. Value of $R^2=.682$ pointed out that almost 68% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (organizational commitment) which showed a strong linear relationship between organizational commitment and turnover intention of private secondary school teachers. The suggested model $R=.826$ envisaged that affective commitment of private secondary school teachers was significantly related with turnover intention of them. Value of $F =1840.566 > 3.85$ and $\beta=.826$ and t value was $42.902 > 1.64$ which was extremely considerable and demonstrated that the turnover intention was influenced by organizational commitment. Thus, H_0 7 was rejected, because significant relationship was found between organizational commitment and turnover intention of private secondary school teachers (Tables 4.23, 4.24 & 4.25).

24. Value of $R^2=.645$ pointed out that almost 65% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (affective commitment) which showed a strong linear relationship between contribution of private school teachers in affective commitment and turnover intention. The suggested model $R=.803$ envisaged that affective commitment of private secondary school teachers was significantly related with turnover intention of them. Moreover, the value of $F = 1560.379 > 3.85$ and coefficients of affective commitment was .902 with t value was $39.502 > 1.64$ and was significant at the 0.05 level as $p=0.000$. Thus, H_0 8 was rejected, because significant relationship was found between affective commitment and turnover intention of private secondary school teachers (Tables 4.28, 4.29 & 4.30).

The head teachers/principals viewed about their teachers that they had no emotional commitment with the organization (75%), no psychological commitment with the organization (56%), no sense of belonging to the organization (31%), felt comfortable in the organization (13%), more commitment shown by female teachers (6%) and no commitment with the organization (6%). Hence it was found that the head teachers/principals viewed that their teachers had no affective commitment with the institution (Table 4.65).

25. Value of $R^2=.395$ pointed out that almost 40% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (continuance commitment) which showed a moderate linear relationship between continuance commitment and turnover intention of private secondary school teachers. The proposed model $R=.628$ envisage that continuance commitment of

private secondary school teachers was considerably related with turnover intention of them. Value of $F = 559.708 > 3.85$ and value of coefficients of continuance commitment was .823 with t value was $23.658 > 1.64$ significant at the 0.05 level as $p=0.000$, which was extremely significant and demonstrated that the turnover intention was influenced by continuance commitment. Thus, H_09 was rejected, because significant relationship was found between continuance commitment and turnover intention of private secondary school teachers (Tables 4.33, 4.34 & 4.35).

The head teachers/principals viewed about their teachers that they: had no awareness of cost associated with leaving the job (63%), Unexpectedly quitting the job (50%), aware of the cost associated with quitting the job (31%), sign contract of five years to stay in the institute (19%), were comfortable in the institution (13%) and compromised in case the school was in loss (6%). Hence, it was found that the head teachers/principals viewed that their teachers had no continuance commitment with the institution (Table 4.66).

26. Value of $R^2=.516$ pointed out that almost 52% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (normative commitment) which showed a moderate linear relationship between normative commitment and turnover intention of private secondary school teachers. The model also indicated that normative commitment put in to turnover intention. The suggested model $R=.718$ envisaged that normative commitment of private secondary school teachers was significantly related with turnover intention of them. Furthermore, the value $F = 913.287 > 3.85$ and value of coefficient of

normative commitment was .750 and t value was 30.221 which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$, which was extremely considerable and demonstrated that the turnover intention was influenced by normative commitment. Thus, H_0 10 was rejected, because significant relationship was found between normative commitment and turnover intention of private secondary school teachers (Tables 4.38, 4.39 & 4.40).

The head teachers/principals viewed about their teachers that they: were not responsible regarding their job (94%), had no moral courage to stay in the institution (50%), had not owe the institution (44%), females had more sense of responsibility than males (13%) and rural area teachers were more responsible regarding their job than the urban teachers (13%). Hence, it was found that the head teachers/principals viewed that their teachers had no normative commitment with the institution (Table 4.67).

5.2.6 Findings based on job satisfaction and turnover intention

27. Value of $R^2=.500$ pointed out that 50% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (job satisfaction) which showed a moderate linear relationship between job satisfaction and turnover intention of private secondary school teachers. The suggested model $R=.707$ predicted that job satisfaction of private secondary school teachers was significantly related with turnover intention of them. Moreover, the value of $F=858.241 > 3.85$ and value of $\beta=.848$ and t value was $29.296 > 1.64$ was significant at the 0.05 level as $p=0.000$, which was extremely significant and demonstrated that the turnover intention was influenced by job satisfaction. Thus, H_0 11 was

rejected, because significant relationship was found between job satisfaction and turnover intention of private secondary school teachers (Tables 4.41, 4.42 & 4.33).

28. $R^2=.560$ pointed out that 56% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (pay) which showed a moderate linear relationship between pay and turnover intention of private secondary school teachers. The suggested model $R=.748$ predicted that pay of private secondary school teachers was significantly related with turnover intention of them. Furthermore, $F =1091.917 > 3.85$ and value of coefficients of pay was .859 and $t=33.044 > 1.64$ was significant at the 0.05 level as $p=0.000$, which was significant and demonstrated that the turnover intention was influenced by pay. Thus, H_0 12 was rejected, because significant relationship was found between pay and turnover intention of private secondary school teachers (Tables 4.46, 4.47 & 4.48).

The head teachers/principals viewed about the teachers that their: Salaries were not sufficient (56%), Salaries were not paid according to teachers' qualification (44%), Salaries were not paid according to teachers experience (38%), salaries were according to institutional budget (25%), Salaries were according to job market (13%) and Salaries were satisfactory (13%). Hence the results of qualitative analysis implied that the salaries of the teachers were not sufficient and the teachers were not satisfied in terms of pay (Table 4.68).

29. $R^2=.373$ pointed out that 37% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (promotion) which

showed a moderate linear relationship between promotion and turnover intention of private secondary school teachers. The suggested model $R=.611$ envisaged that promotion of private secondary school teachers was considerably related with turnover intention of them. Moreover, $F = 180.434 > 3.85$ and value of coefficients of promotion was .662 with $t= 22.580$ which was higher than 1.64 and was significant at the 0.05 level as $p=0.000$, which was extremely considerable and demonstrated that the turnover intention was influenced by promotion. Thus, H_0 13 was rejected, because significant relationship was found between promotion and turnover intention of private secondary school teachers (Tables 4.51, 4.52 & 4.53).

The head teachers/principals viewed about their teachers that they: were not satisfied with the promotion criteria set by the institution (69%), were not promoted on the basis of their performance (50%), were not promoted on the basis of their qualification (38%), were not promoted on the basis of their experience (31%), have no promotion system of teachers in private institutions (19%) and were promoted on teachers on regular basis (13%). Hence the results of qualitative analysis implied that the promotion of the teachers was not based on their performance and experience and they were not satisfied in terms of promotion (Table 4.69).

30. Value of $R^2=.309$ pointed out that almost 31% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (work itself) which showed a moderate linear relationship between work itself and turnover intention of private secondary school teachers. The suggested model

$R=.556$ envisaged that work itself of private secondary school teachers was considerably related with turnover intention of them. Furthermore, the value of $F=384.149 > 3.85$ and value of coefficients of work itself was .626 and $t= 19.600$ which was greater than 1.64 and was significant at the 0.05 level as $p=0.000$, which was considerable and demonstrated that the turnover intention was influenced by work itself. Thus, H_0 14 was rejected, because significant relationship was found between work itself and turnover intention of private secondary school teachers (Tables 4.56, 4.57 & 4.58).

The head teachers/principals viewed about their teachers that they: were not satisfied with the work load (81%), were not fulfilling their job responsibilities (44%), were taking their job as time pass (19%) and were taking their job as fun (13%). Hence the results of qualitative analysis implied that the teachers were not fulfilling their responsibilities and they were not satisfied in terms of work itself (Table 4.70).

31. $R^2=.467$ pointed out that 46% of total inconsistency in the response variable (turnover intention) was reported by the predictor variable (supervision) which showed a moderate linear relationship between supervision and turnover intention of private secondary school teachers. The suggested model $R=.683$ envisaged that supervision of private secondary school teachers was considerably related with turnover intention of them. Moreover, $F= 751.102 > 3.85$ and value of coefficients of supervision was .719 with $t=27.406 > 1.64$ and was significant at the 0.05 level as $p=0.000$, which was considerable and demonstrated that the turnover intention was influenced by supervision. Thus, H_0 15 was rejected,

because significant relationship was found between supervision and turnover intention of private secondary school teachers (Tables 4.61, 4.62 & 4.63).

The head teachers/principals viewed about their teachers that they: were not satisfied with their supervisory process (56%), were not provided friendly environment of supervision (44%), did not use democratic style for supervision (38%), teachers were supervised very strictly (19%) and were not satisfied by the process of supervision (13%). Hence the results of qualitative analysis implied that the teachers were not satisfied with their supervisory process and they were not satisfied in terms of supervision (Table 4.71).

5.3 Discussion

The ultimate goal of this research was to examine the impact of job satisfaction and organizational commitment on turnover intention of teachers in secondary schools of private sector. This research also intended to identify the difference in job satisfaction and organizational commitment based on gender, school category and school location among teachers in secondary schools of private sector. The results of hypotheses testing supported the objectives of this study. The study also identified that some factors in job satisfaction and organizational commitment had influenced teachers' intention to leave the job.

Considering the statistical analysis results given in Chapter 4, it was concluded that the organizational commitment and its aspects were statistically significant with respect to turnover intention. Similarly, job satisfaction and its factors were also statistically significant with respect to turnover intention. But no significant difference

was found in mean score of job satisfaction and organizational commitment of teachers in secondary schools of private sector with respect to the demographic variables like gender and school category. On the other hand, a significant difference was found in mean score of job satisfaction and organizational commitment of private secondary school teachers in terms of the demographic variable i.e. school location.

The first objective of this research was to inspect the impact of organizational commitment on teachers' turnover intention. The results demonstrated that significant and strong relationship was found between organizational commitment and turnover intention of teachers in secondary schools of private sector in Rawalpindi and Islamabad. Some previous studies like Abdul Qadir and Orkun (2009), Adenguga, Adenuga, Ayodele (2013) and Yovuz (2010) pointed out that a significant impact of organizational commitment on turnover intention was there. Furthermore, Blau and Boal (1997) and Eisenberger et al. (1999) also showed that organizational commitment and turnover intention have a significant relationship. However, study of Lim (2013), Tnay, Othman, and Siong indicated that organizational commitment and turnover intention have no significant relationship with each other.

Another reason to conduct this research was to examine the collision of dimensions of organizational commitment on turnover intention of teachers. Abdul Qadir and Orkun (2009), Adenguga & Ayodele (2013) and Yovuz (2010) noted that a significant and strong relationship was there amongst the elements of organizational commitment (continuance commitment, normative commitment & affective commitment) and turnover intention. The causal relationship was found between the dimensions of organizational commitment and organizational turnover intentions were

examined extensively by many investigators. Moreover, some researchers indicated that two variables were having negative relationship (Bennett, 1996; Brown & Peterson, 1993; Ingram & Quinn, 1990; Johnston et al., 1987; Kim et al., 2005; Kim & Brymer, 2011; Lucas et al., 1987; Mathieu and Zajac, 1990; Mowday et al., 1982; Schwepker, 2001; Tate & Mayer, 1993; Wong, 2002; Yang & Zhang, 2008; Yang, 2010). Furthermore, employees who were more committed were more involved in their organizations. Presumably, they wanted to conserve membership in an organization and put exertion on behalf of it (Scarborough and Somers, 2006). Aghdasi et al. (2011) explained that the workers who were not committed, had the low level of recognition of organizational standards and experienced that they are separated from their organization. Empirical study of Mueller and Price (1990) explored that the dimensions of organizational commitment were significantly interrelated with turnover intention. Furthermore, several studies had identified organizational commitment as the most important precursor of turnover intention (Ohana and Meyer, 2010; Porter et al., 1974; Williams & Hazer, 1986). Though, it remained uncertain which predictor was the most essential predictor of turnover intention (Alniaik et al., 2011; Armutlulu & Noyan, 2011; Gieter et al., 2011; Lee et al., 1999; Mathieu & Zajac, 1990; Price & Mueller, 1981; Poznanski & Bline, 1997; Somers, 1995; Silverthorne, 2004).

This research was also supposed to inspect the impact of job satisfaction on turnover intention of teachers in secondary schools of private sector. This research pointed out that moderately significant relationship was found between job satisfactions on turnover intention of teachers in secondary schools of private sector. The finding was compatible to Muchinskys' (1993) results. Alniacik et al. (2011) also supported this result

in Meta-Analysis in which negative relationship was found between employees' job satisfaction and turnover intention. From the study of Seta et al. (2000), it was detected in another finding that the individuals with a low satisfaction level were looking for other career opportunities. Moreover, a research was conducted by Sharpnack and Funsten (1999) to compare work approaches and job satisfaction amongst experts and managers in public and private sectors in Ontario with the results that there was a negative relationship between job satisfaction and turnover intention. Furthermore, Wong and Li (1995) conducted a research study on 40 schools in Hong Kong where there were 600 teachers in trusted secondary schools, it was indicated in this research that teachers with lower level of job satisfaction had a stronger intention of turnover. Moreover, a negative relationship between job satisfaction and turnover intention was indicated by many researchers (Porter & Steers, 1974).

Though, if the retained workers stay in their jobs, level of job performance will definitely be higher, and if the level of job satisfaction is high, the level of organizational commitment will also be higher, and level of turnover intentions will be lower (Bennett, 1996; Brown & Peterson, 1993; Ingram & Quinn, 1990; Johnston et al., 1987; Kim et al., 2005; Kim & Brymer, 2011; Lucas et al., 1987; Mathieu and Zajac, 1990; Mowday et al., 1982; Schweihs, 2001; Tate & Mayer, 1993; Wong, 2002; Yang & Zhang, 2008; Yang, 2010).

This research was conducted to examine the impact of the factors of job satisfaction (promotion, salary, supervision and work itself) on turnover intention on teachers in secondary schools of private sector. This research yielded that there is statistically significant relationship in all factors with turnover intention. This finding was

consistent with many researches. Muchinsky (1993) with the workers in public service showed that the employees who were dissatisfied with pay, were not interested to continue their jobs. It was indicated by Fisher et al. (1993) that the workers who were happy with their jobs as a whole (promotion, pay, work itself and supervision) were not having any intention to quit the organization. Salmon, Crews, Scanlon, Jang, Weber and Oakley (1999) reported the same results, at the same time they explored that correlation was there between salary and turnover of the workers. The results of this research contradicted with the earlier researches which identified that pay have no effect on turnover (Griffeth, 2000; Porter & Steers, 1997; Price, 1997). It was reported by Wright (1991) that neither pay nor teachers' satisfaction with salary was interrelated to their turnover intention. It was supported by Connolly and Connolly (1991). They investigated that pay was not included in top three causes for turnover by three respondents of the eight group people. According to Berry (1997), one might think that salary was the most significant element in job satisfaction. He reported that members of staff were more concerned with their work in such work environment, they enjoyed. Another study indicated that if the workers were not happy with promotional chances, they might think of leaving the organization. It was supported by the study of Malkovich and Boudreau (1997) in which they concluded that workers 'decision to stay or leave was influenced by the activity of human resource like promotional chances. Yamamura and Stedham (1998) also indicated a negative and highly significant relationship between supervision and turnover intention. Research discovered that if satisfaction with supervision will be higher, workers' turnover intention will be lower. From this the researcher concluded that

pay had significant relationship with private secondary school teachers as most of the related researches agreed upon this phenomenon.

Study was also supposed to examine the gender differences with respect to their organizational commitment. The study found that there was no significant difference in the mean score of organizational commitment of female and male teachers. Some of the studies like Kumari and Jafri (2011); Nagar (2012); Zilli and Zahoor (2012), reported that commitment level of female teachers was higher than the male teachers. But studies like Raj and Lalita (2013) indicated higher commitment in favor of male teachers. In contrary to these, other studies such as Suki (2011) and Garipağaoğlu (2013) showed no significant difference in mean score of male and female teachers regarding their organizational commitment. Moreover, other research findings discovered that no significant difference regarding gender in organizational continuation and normative commitment but statistical tendency of differences was noted in affective commitment between women and men, showing that men were more devoted and committed than women (Labatmediene, 2007). Many studies did not find support for a relationship between organizational commitment and gender (Billingsley & Cross, 1992). From this the researcher concluded that no gender difference was found with respect to organizational commitment of secondary schools teachers in private sector. Most of the related researches agreed upon this phenomenon.

This research was also aimed to check the location differences between rural and urban secondary school teachers in private sector with respect to their organizational commitment. This research explored that teachers from rural area were more committed than the urban ones. The same results were found in the studies like Kumari & Jafri

(2011), Nagar (2012), Raj & Lalita (2013), Zilli & Zahoor (2012). They indicated higher commitment in favor of rural teachers. Contrary to this, other studies such as Suki (2011) and Garipağaoğlu (2013) showed no significant difference in the mean score of rural and urban teachers regarding their organizational commitment. From this the researcher concluded that the rural teachers were more committed than the urban ones as most of the related researches agreed upon this phenomenon.

Another purpose of this study was to examine the gender differences of the teachers with respect to the element of job satisfaction. Findings of this research illustrated that no significant difference was found in the mean score between female and male regarding job satisfaction. Some studies like Bruning & Snyder (1983), Quinn, Staines, & McCullough (1974) and Mortimer, Finch, & Maruyama (1988) found same results as in the current study. Findings of this research contradicted with the researches like Brogan (2003) who indicated a significant difference between the job satisfaction of female and male principals, as male principals enjoyed a higher level of satisfaction than females. It was also compatible with Fitzpatrick, & White (1983) who indicated that males are more satisfied than females. But, Ghazi (2004) explored the level of job satisfaction of head teachers of elementary level in district Toba Tek Singh, Punjab, explored that score of female head teachers was higher than the male. Female heads were relatively more satisfied than their male principals. A study conducted by Mahmood (2004) on teachers of secondary school and investigated that female teachers were comparatively happier and satisfied than male teachers of secondary schools. It was investigated by Newby (1999) that the job satisfaction of principals of middle schools in Virginia and explored that both female and male principals were quite satisfied with their

jobs. On the other hand female principals were comparatively more satisfied than the male principals. Konicek (1992) worked regarding gender and investigated that female teachers were relatively more satisfied than the male teachers during a community college teacher's research. Another study indicated that female teachers were relatively more satisfied with their jobs than the male teachers (Mahmood, et. al. 2011). Although a lot of researches explored significant relationship between gender difference and job satisfaction which might be due to the reason that in some institutions the administrators favor their employees with respect to gender.

One more purpose of this research was to inspect the location differences between rural and urban teachers of secondary schools in private sector regarding job satisfaction. Findings of this research illustrated that teachers from rural areas were comparatively more satisfied than the teachers of urban areas. Some other studies like Mahmood's (2004) reported that there was no significant difference between job satisfaction level of rural and urban teachers of secondary schools in district Sargodha Pakistan. Jaieoba (2008) also reported that there is no significant difference between the level of job satisfaction in rural and urban management.

Some previous researches contradicted with the study like Ghazi's (2004) who explored that rural head teachers were less satisfied than the urban head teachers in the District Toba Tek Singh Punjab. It is contradicted with Bennell & Akyeampong (2007) who investigated that the teachers who were working in rural areas were not much satisfied with their jobs than the teachers who were working in urban areas. It might be because of this fact that rural areas of the country were less facilitated, whereas workers

of urban area had relatively better opportunities for jobs, higher standard of educational institutes of high standard, transportation and better health facilities.

5.4 Conclusions

Findings of the study led to the following conclusions:

1. Majority of secondary school teachers working in private schools were females. They belonged to the young age group 25-34 years. Most of them were single and had professional degrees. They possessed up to five years' experience (Findings 1-6)
2. The total organizational commitment score including its dimensions like indicated that the data were distributed normally (Findings 7-10).
3. The total job satisfaction scores including its factors indicated normal distribution of the data. Moreover, the total turnover intention score of the teachers indicated that data were distributed on normal curve (Findings 11- 16)
4. There was no significant difference in the mean scores of male and female and chained and non-chained private secondary school teachers with relation to their organizational commitment. So, it is concluded that the teachers of chained and non-chained schools had no organizational commitment. Similarly male and female teachers had also no organizational commitment. However, significant difference was witnessed in the mean score of rural and urban private secondary school teachers in terms of their organizational commitment. Hence it was concluded that rural teachers were more committed than urban teachers. Because there were limited facilities in the rural areas of the country however, in the urban

areas employees had better job opportunities, higher standard of educational institutions (Findings 17-19).

5. There was no significant difference in the mean scores of chained and non-chained, male and female teachers in terms of their job satisfaction. So, it is concluded that the teachers of chained and non-chained schools were not satisfied with their jobs. Similarly male and female teachers were also not satisfied with their jobs. But it was found a significant difference in the mean scores of urban and rural private secondary school teachers regarding job satisfaction. Hence it was concluded that rural teachers were more satisfied than urban teachers. Because the rural teachers had limited facilities, while urban areas teachers had better job opportunities and higher standard of educational institutions. (Findings 20-22).
6. It was concluded that a strong and significant linear relationship existed between turnover intention and organizational commitment of private secondary school teachers. In other words turnover intention was influenced by organizational commitment. It showed that 68% chances existed to improve the teachers' organizational commitment (Finding 23).
7. It was concluded that a strong and significant linear relationship existed between affective commitment and turnover intention of private secondary school teachers. In other words turnover intention was influenced by affective commitment. Moreover, most of the head teachers/principals viewed about their teachers that they had no emotional and psychological commitment with the organization. So, both head teachers/principals and secondary school teachers had same views that

affective commitment affected the turnover intention of private secondary school teachers (Finding 24).

8. It was concluded that a moderate and significant linear relationship occurred between continuance commitment and turnover intention of private secondary school teachers. In other words turnover intention was influenced by continuance commitment. At the wither word side, majority of the head teachers/principals viewed about their teachers that they had no awareness of cost associated with leaving the job and they unexpectedly leave the job. So, the head teachers/principals viewed that turnover was not due to continuance commitment while the secondary school teachers had the continuance commitment affected the turnover intention of private secondary school teachers (Finding 25)
9. It was concluded that a moderate and significant linear relationship existed between normative commitment and turnover intention of private secondary school teachers. In other words turnover intention was influenced by normative commitment. Moreover, most of the head teachers/principals viewed about their teachers that they were not responsible towards their jobs and they had not courage to stay in the institution. So, both head teachers/principals and secondary school teachers had same views that normative commitment affected the turnover intention of private secondary school teachers (Finding 26).
10. It was concluded that a moderate and significant linear relationship existed between job satisfaction and turnover intention of private secondary school teachers. In other words turnover intention was influenced by job satisfaction (Finding 27).

11. It was concluded that a moderate and significant linear relationship existed between pay and turnover intention of private secondary school teachers. In other words turnover intention was influenced by pay. Moreover, majority of the head teachers/principals viewed about their teachers that their salaries were not sufficient and were not paid according to teachers' qualification and experience. So, both the head teachers/principals and secondary school teachers had same views that the turnover was due to pay and it affected the turnover intention of private secondary school teachers (Finding 28).
12. It was concluded that a moderate and significant linear relationship existed between promotion and turnover intention of private secondary school teachers. In other words turnover intention was influenced by promotion. Moreover, majority of the head teachers/principals viewed about their teachers that they were not satisfied with the promotion criteria settled by the institution and they were not promoted on the basis of their performance and qualification. So, both the head teachers/principals and secondary school teachers had same views that the turnover was due to promotion and it affected the turnover intention of private secondary school teachers (Finding 29).
13. It was concluded that a moderate and significant linear relationship existed between work itself and turnover intention of private secondary school teachers. In other words turnover intention was influenced by work itself. Moreover, majority of the head teachers/principals viewed about their teachers that they were not satisfied with the work load and they were not fulfilling their job responsibilities. So, both the head teachers/principals and secondary school

teachers had same views that the turnover was due to work itself and it affected the turnover intention of private secondary school teachers (Finding 30).

14. It was concluded that a moderate and significant linear relationship existed between supervision and turnover intention of private secondary school teachers. In other words turnover intention was influenced by supervision. Moreover, majority of the head teachers/principals viewed about their teachers that they were not satisfied with their supervisory process and they were not provided friendly environment of supervision. So, both the head teachers/principals and secondary school teachers had same views that the turnover was due to supervision and it affected the turnover intention of private secondary school teachers (Finding 31).

5.5 Recommendations

On the basis of the conclusions, some useful recommendations were generated for the reduction of turnover intention of teachers.

1. The findings of the research showed that commitment of teachers was at average towards their schools .Teachers score was high on the affective commitment sub-scale, whereas their score was low on the continuance commitment sub-scale, showing that commitment of teachers regarding their school was generally derived from the costs associated with quitting the organization. This is very important finding as it indicates that if chance is given, teachers may accept relatively more competitive offer of a competitor without any trouble and leave their existing job. Therefore, it is recommended that school administrators must create an environment in the institution in which the teachers may think themselves attached emotionally to the institution. The administration of private

schools might plan helpful training for principals and head teachers so that they may be able to overcome such problems.

2. This study also indicated that a moderate relationship was there between normative commitment and turnover intention. So, it is suggested, to overcome this problem, the owners of the organizations may take the teachers as partners of the institutions. So that the teachers may think themselves more responsible toward their jobs and the organization. Apart from that, in existing situation of vicious competition, there is a possibility that the most dedicated and passionate teachers can be lost to their competitors.
3. Results of this research indicated a moderate relationship between job satisfaction and turnover intention. Furthermore, salary and promotion were also moderately correlated with turnover intention of teachers in secondary school of private sector. It pointed out that the teachers may quit the job because of low salary package. Thus, it is suggested that the institutes in this regard, may have some clear cut rules related to promotion policies and salary package of teachers in accordance with their academic qualification and job experience. Furthermore, the teachers should be given special incentives on good performance.
4. According to the results of this study, a moderate relationship between supervision and turnover intention was found. Thus, it is suggested that the administrators may possibly help out their teachers to deal with the difficulties faced by them at any stage in their job in the institutions. The mentoring programs for Government schools started by Government of the Punjab under supervision

of Directorate of Staff Development may also be launched in the institutions of private sector for enhancing the competence of the teachers and head teachers.

5. Results of this research indicated that the teachers of rural areas showed comparatively better organizational commitment and job satisfaction towards their schools than the teachers of urban areas. It may be because teachers from urban areas have relatively more job opportunities; as a result they quit the job when they get a better chance. Thus, it is recommended that it may be overcome by implying a homogenous system of salary and all other facilities in all educational institutions so that the heterogeneity that is the root cause of dissatisfaction with jobs and organizational commitment may be reduced.
6. It is suggested that all the stake holders, specially principals, managers, head teachers and administrators should make some policies for teachers' job security to decrease the ratio of turnover in the schools. Moreover, their salary packages may be increased to gratify their needs. Hence, they may stay for a long time in the secondary schools of private sector.

5.6 Further Studies

The major limitation of the study was the head teachers did not allow the researcher to conduct interviews from their teachers so the qualitative data collection of the current study included the head teachers/principal of private secondary schools. Consequently, it is suggested that the teachers may be included in the sample of qualitative data in further studies. Following are the topics suggested for future studies:

1. It is suggested that a research may be conducted on Government secondary school teachers to check the impact of organizational commitment and job satisfaction on turnover intention of teachers.
2. A research may also be conducted on the comparison of Government and private schools to check the teachers' turnover.
3. Another research may be conducted on retention of teachers at primary and elementary level.
4. Relationship of job satisfaction of teachers and performance of students may be found by conducting a study.
5. Likewise, relationship of organizational commitment of teachers and performance of students may also be found by conducting a study.
6. A study focusing comparative analysis of Pakistani and any Asian country teachers' organizational commitment and job satisfaction may also be conducted.

REFERENCES

- Aamodt, M. G. (2007). *Industrial/Organizational Psychology: An Applied Approach*. Belmont, CA: Wadsworth Cengage Learning.
- Abdulkadir, K. & Orkun, O. (2009). *The organizational commitment of IT professionals in private banks. European and Mediterranean Conference on information system*. London: Merrill, Prentice Hall.
- Adams, G. J. (1996). Using a Cox regression model to examine voluntary teacher turnover. *Journal of Experimental Education*, 64 (3), 267-285.
- Adams, J. (1965). *Inequity in Social Exchange*, In L. Berkowitz *Advances in Experimental Psychology*, New York: Academic Press.
- Adams, J. S. (1963). Toward An Understanding of Inequity. *Journal of Abnormal Psychology*, 67 (5), 422-436.
- Adeyemo, D. & Aremu, A. (1999). Career commitment among secondary school teachers in Oyo State: the role of biographical mediators. *Nigerian Journal of Applied Psychology*, 5 (2), 185-195
- Aghdasi, S., Kiamanesh, A. R., & Ebrahim, A. N. (2011). Emotional Intelligence and organizational commitment: testing the mediatory role of occupational stress and job satisfaction, *Procedia social and Behavioral Sciences*, 29 (2), 1965-1976.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision process*, 50 (4), 179-211.
- Alapere, A. I., & Akinlabi, F. M. (2003). Influence of perceived organizational supports and discretionally treatment on work attitude of industrial worker. *African Journal for the Psychology Study of Social Is-sues*. 5 (2), 23-36.
- Alderfer C. P. (1972). *Existence, Relations, and Growth*. New York: Free Press.
- Ali, M. A, (2011). A Study of Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice*. 2, (1), 31-37.
- Ali, N. (2004). Job Satisfaction among Doctors: Effect of locus of control, sex and marital status. *Journal of Business Management*, 1 (2), 45-52.
- Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The role of perceived organizational support and supportive human resource practices in the turnover process. *Journal of Management*. 29 (1), 99-118.
- Allen, N. & Meyer, J. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*. 63 (3), 1-18.

- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). Chicago: University of Chicago Press.
- Becker, T. E. (1992). Foci and bases of commitment: Are they distinctions worth making? *Academy of Management Journal*, 35 (3), 232-244.
- Bennell, P. & Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia*. DFID Department of international Development.
- Berinstein, P. (2003). *Business Statistics on the Web: Find Them Fast: At Little or No Cost*. New Jersey: Cyber Age Books.
- Bigliardi, B., Petroni, A. & Dormio, A. (2005). Organizational socialization, career aspirations and turnover intentions among design engineers. *Leadership & Organization Development Journal*, 26 (6), 424 - 441.
- Billingsley, B. S. (2004). Promoting teacher quality and retention in special education. *Journal of Learning Disabilities*, 37 (5), 370-376.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *Journal of Special Education*, 25 (4), 453-472.
- Blau, G. & Boal, K. (1997). Using job involvement and organizational commitment interactively to predict turnover. *Journal of Management* 15 (1), 115-127.
- Blau, G. (2000). Job organizational, professional context antecedents as predictors of intent for inter-role work transitions. *Journal of Vocational Behavior*, 56 (3), 330-445.
- Bless, C. & Achola, P. (1988). *Fundamentals of Social Research Methods: An African Perspective*, Lusaka: Government Printer.
- Bluedorn, A.C. (1982). A unified model of turnover from organizations. *Journal of Human Relations*, 35 (2), 135-53.
- Bobbitt, S., Leich, M., Whitener, S., & Lynch, H. (1994). *Characteristics of stayers, movers and leavers: Results from the Teacher Follow up Survey 1991-1992* (No. NCES 94337). Washington: National Center for Educational Statistics.
- Bodla, M. A. & Naeem, B. (2008). What satisfies pharmaceutical sales-force in Pakistan? *The International Journal of Knowledge, Culture, & Change Management*, 8 (1) 43-51.
- Bodla, M. A. & Danish, R. Q. (2009). Politics and workplace: an empirical examination of the relationship between perceived organizational politics and work performance. *South Asian Journal of Management*, 16 (1), 44-62.
- Bodla, M. A., & Naeem, B. (2009). What Satisfies Pharmaceutical Sales force in Pakistan, *South Asian Journal of Management*, 17 (5), 21-40.

- Boe, E. E., Bobbitt, S. A., & Cook, L. H. (1997). Whither didst thou go? Retention, reassignment, migration, and attrition of special and general education teachers from a national perspective. *Journal of Special Education*, 30 (4), 371-389
- Bogdan, R., & Biklen, S. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston: Allyn and Bacon.
- Borg, W. R. & Gall, M. D. (1989). *Educational Research, An Introduction*, (5th Ed.) London: Longman Group Ltd.
- Brewer, D. (1996). Career paths and quit decisions: Evidence from teaching. *Journal of Labor Economics*, 14 (2), 313-339.
- Brewer, D. (2006). Career Paths and Quit Decisions: Evidence from Teaching. *Journal of Labor Economics*, 12 (1), 31-39.
- Brogan, G. B. (2003). *Job satisfaction of Idaho high school principals*. Unpublished doctoral dissertation, Boise: Idaho State University.
- Brown, B. B. (2003). *Employees' organizational commitment and tier perception of supervisors' relations oriented and task-oriented leadership behavior*. Ph.D dissertation of Virginia Polytechnic Institute.
- Brown, S. P & Peterson, R. A. (1993). Antecedents and consequences of salesperson job satisfaction: Metaanalysis and assessment of causal effects. *Journal of Marketing Research*, 30 (4), 63-77.
- Bruning, N. S., & Snyder, R. A. (1983). Sex and position as predictors of organizational commitment. *Academy of Management Journal*, 26 (2), 485-491.
- Bryman, A. (2004). *Social research methods* (2nd ed.). Oxford: Oxford University Press.
- Buyukozturk, A. (2009). *Research Methods*. New York: Routledge Publishers.
- Cabautan, Rodolfo T. (2002). *Organizational Commitment and Work Values: Its Effect to Teaching Efficiency and Effectiveness of Intermediate Mathematics Teachers in Selected Elementary Schools in Silang District I, Cavite*. Unpublished Doctoral Dissertation, Technological University of the Philippines.
- Cantrell, N., Sarabakhsh, M. (1991). Correlates of non-institutional food service turnover. *FIU Hosp. Rev.* 17 (1), 52-59.
- Carbery, R. Garavan, T. N., Brien, F. McDonnell, J. (2003). Predicting hotel managers' turnover cognitions. *Journal of Managerial Psychology*, 18 (7), 649-679.
- Carmeli, A. (2005). The relationship between organizational culture and withdrawal intentions and behaviour. *International Journal of Manpower*, 26 (2), 212-223.
- Carrell, M. R., Kuzmits, F. E. & Elbert, N. F., (1992). *Personnel/Human Resource Management* (4th ed.). New York: Macmillan Publishing Company.

- Chandan, J. S. (2001). *Management Theory and Practice*. Delhi: Vikas publishing Wold Bank.
- Chapman, D. W. (1984). Teacher retention: The test of a model. *American Educational Research Journal*, 21 (3), 645-658.
- Chapman, D. W., & Green, M. S. (1986). Teacher retention: A further examination. *The Journal of Educational Research*, 79 (4), 273-279.
- Charles, C. M. (1995). *Introduction to Educational Research* (2nd ed.). London: Longman Group Ltd.
- Chen, Z. X. & Francesco, A. M. (2000). Employee Demography, Organizational Commitment, and Turnover Intentions in China: Do Culture Differences Matter? *Human Relations*, 50 (5), 701-726
- Chiu, R. K. & Francesco, Anne Marie (2003). Dispositional traits and turnover intention: examining the mediating role of job satisfaction and affective commitment. *International Journal of Manpower*, 24 (3), 284-298.
- Cochran, J. & William G. (2003). *Sampling Techniques*. New York: John Wiley & Sons, Inc.
- Cohen, L., & Smith, T. M. (2007). Qualifications and Assignments of Alternatively Certified Teachers: Testing Core Assumptions. *American Educational Research Journal*, 44 (3), 732-753.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. London: Routledge.
- Cohen, L., Manion. L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge.
- Creswell, J. & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. London: Merrill, Prentice Hall.
- Creswell, J. (2003). *Research design qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2009). *Research Design*. London: Sage Publications, Inc.

- Cropanzano, K. & Randall, J. (1993). Social justice research. *Journal of Educational Research*, 8 (2), 217-234.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 64-71.
- Darling-Hammond, L. (2003). Keeping good teachers, why it matters, what good leaders can do. *Educational Leadership*, 60 (8), 6-13.
- Daylo, L. Rodalyn, E. (2008). Organizational Commitment of the Employees of the University of San Agustin. Unpublished Master's Thesis, University of San Agustin.
- Deci, E. & Ryan, M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Publishing Company.
- Demato, S. D. (2001). Job satisfaction among elementary school counselors in Virginia. Unpublished Ph.D Dissertation, University of Virginia.
- DeMicco, F. J. & Giridharan, J. (1987). Managing employee turnover in the hospitality industry, *FIU Hosp. Rev.* 13 (1), 26-32.
- Denvir, A. & McMahon, F. (1992). Labour turnover in London hostels and the cost effectiveness of preventive measures int. *J. Hosp. Manage.*, 11 (2), 143-540.
- Denzin, N., & Lincoln, Y. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Deshpande, R. (1983). Paradigms lost: On theory and method in research in marketing. *Journal of Marketing*, 47 (2), 101-110.
- Desimone, L. M., Porter, A. C. Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24 (2), 81-112.
- Dess, G. D. & Shaw, J. D. (2001). Voluntary turnover, social capital and organizational performance. *Academy of Management Review*, 26 (3), 466-454.
- Dessler, G. (2005). *Human Resource Management*. India: Pearson prentice Hall, or Pearson education Inc.
- Dorio, M. A. (1989). *Personnel Manager's Desk Book*. New Jersey: Prentice Hall.
- Dua'a, A. R., Mohammad, I., & Fais, A. (2013). Job Satisfaction and Turnover Intention Based on Sales Person Standpoint, *Middle-East Journal of Scientific Research* 14 (4), 525-531.
- Dyke, T. V., & Strick, S. (1990). Recruitment, selection and retention of managers in the hotel and restaurant industry. *FIU Hosp. Rev*, 23 (1), 1-9.

- Easterby, M., Thorpe, R., and Lowe, A. (1991). *Management research: An introduction*. London: Sage Publications.
- Ehrenberg, R. G., & Smith, R. S. (2003). *Modern labor economics: Theory and public policy* (8th ed.). New York: Addison Wesley Longman, Inc.
- Eisenberger, R., Fasolo, P., & Davis, V. (1999). Perceived organizational support and employee diligence, commitment and innovation. *Journal of Applied Psychology*, 75 (1), 51-59.
- Eisenberger, R., Fasolo, P., & Davis, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology*, 75 (1), 51-59.
- Eisenberger, R., Rhoades, L., & Cameron, J. (1999). Does pay for performance increase or decrease perceived self-determination and intrinsic motivation? *Journal of Personality and Social Psychology*, 77 (3), 855-868.
- Eisenberger, R., Cummings, J., Armelio, S., & Lynch, P. (1997). Perceived organization support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, 82 (2), 812-820.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Surcharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87 (2), 565-573.
- Elfers, A., Plecki, M., & Knapp, M. (2006). *Teacher mobility: looking more closely at The Movers within a state system*. Seattle, WA: University of Washington.
- Ellickson, M. C. & Logsdon, K. (2001). Determinants of job satisfaction of Municipal Government employees. *State and Local government Review*, 33 (3), 173-184.
- Evans, R. (1996). *The human side of school change: Reform, resistance, and the real life problems of innovation*. San Francisco, CA: Josey-Bass Publishers.
- Farkas, S., Johnson, J. & Foleno, T. (2000). *A Sense of Calling: Who Teaches and Why*. New York: Public Agenda.
- Feldman, D. C. (1996). Managing careers in downsizing firms. *Human Resource Management*, 35 (2), 145-161.
- Fellows, R., & Liu, A. (1997). *Research methods for construction*. Oxford: Blackwell Science Limited.
- Fink, G. & Arlene, M. (2005). *How to Sample in Surveys*. London: Sage Publications.
- Firth, L., Mellor, D. J., Moore, K. A. & Loquet, C. (2004). How can managers reduce employee intention to quit. *Journal of Psychology*, 19 (1), 170-187.
- Fitzpatrick, W. & White, F. M. (1993). Job satisfaction and role clarity among university and college faculty. *The Review of Higher Education*, 6 (4), 343-365.

- Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). London: Sage.
- Folger, R., & Konovksy, M. A. (1989). Effects of procedural and distributive justice on reactions to pay-raise decisions. *Academy of Management Journal*, 32 (2), 115-30.
- Fontana, A. & Frey, J. (2000). *The interview: From structured questions to negotiated test*. Thousand Oaks, CA: Sage Publications.
- Fowler, J. & Floyd, J. (1993). *Survey Research Methods* (2nd ed.). London: Sage Publications.
- Franklin, M. I. (2012). *Understanding Research: copying with the Quantitative-Qualitative Divide*. New York: Routledge Publishers.
- Fraser, H., Draper, J., & Taylor, W. (1998). The quality of teachers' professional lives: Teachers and job satisfaction. *Evaluation and Research in Education*, 12 (2), 61-71.
- Frey, Lawrence, R., Carl, H. Botan, & Gary, L. (2000). *Investigating Communication: An Introduction to Research Methods* (2nd ed.). Boston: Allyn and Bacon.
- Garipağaoğlu, B. C. (2013). Examining Organizational Commitment of Private School Teachers. *Journal of Educational and Instructional Studies In The World*, 3 (2), 22-28.
- Gay, L. R. (2009). *Educational Research: Competencies for Analysis and Application*. (5th ed.). Islamabad: National Book Foundation.
- Gbadamosi, G. (2003). Human Resource Management and the commitment rhetoric: Challenges for Africa, *Management Decision*, 41 (3): 274–280.
- George, D., & Mallory, P. (2006). *SPSS for Windows step-by-step: A simple guide and reference* (6th ed.). Boston: Pearson Education.
- Getahun, S., Sim, B., & Hummer, D. (2007). *Job Satisfaction and Organizational Commitment among Probation and Parole Officers: A Case Study*. Boston: Pearson Education.
- Ghazi, S. R. (2004). Job Satisfaction of Elementary School Head Teachers (Toba Tek Sigh) in the Punjab. Unpublished PhD thesis NUML Islamabad, Pakistan.
- Gieter, S. D., Hofmans, J. & Pepermans, R. (2011), Revisiting the impact of job satisfaction and organizational commitment on nurse turnover intention: An individual differences analysis. *International Journal of Nursing Studies*, 48 (4), 1562-1569.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research, *Journal of Educational Research*, 235 (4) 597-609.

- Goldhaber, D. D. (2001). How has teacher compensation changed? In W. J. Fowler (Ed.), *Selected papers in school finance, 2000-2001*. Washington, DC: National Center of Education Statistics.
- Gorard, S. (2003). *Quantitative methods in social sciences*. New York: Continuum.
- Gouldner, A. W. (1996). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25 (1), 161-178.
- Greene, J., Caracelli, V. & Graham, W. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11 (3), 255-274.
- Greenhaus, J. H., & Beutell, N. J. (1995). Sources of conflict between work and family roles. *Academy of Management Review*, 10 (1), 76-88.
- Gregory, D. M., Way, C. Y., LeFort, S., Barrett, B. J. & Parfey, P. S (2007). Predictors of registered nurses' organizational commitment and intent to stay. *Health Care Management Review*, 32 (2), 119-127.
- Griffeth, R. W., & Hom, P. W. (2001). *Retaining valued employees*. Thousand Oaks, CA: Sage Publications, Inc.
- Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the millennium. *Journal of Management*, 26 (2), 463-488.
- Griffeth, R., Steel, R., Allen, D., & Bryan, N. (2005). The development of a multidimensional measure of job market cognitions: the employment opportunity index (EOI). *Journal of Applied Psychology*, 90 (5), 335-349.
- Grissmer, D. W., & Kirby, S. N. (1997). Teacher turnover and teacher quality. *Teachers College Record*, 99 (1), 45-56.
- Gritz, R. M., & Theobald, N. D. (1996). The effects of school district spending priorities on length of stay in teaching. *Journal of Human Resources*, 31 (3), 477-512.
- Gruneberg, M. M. (1979). *Understanding Job Satisfaction*. London: The Macmillan Press.
- Guba, E., & Lincoln, Y. (2000). *Competing paradigms in qualitative research*. London: The Macmillan Press..
- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappa*, 84 (10), 748-750.
- Gustafson C. M. (2002). Staff turnover: Retention. *International journal, contemp. Hosp. Manage.* 14 (3), 106-110.
- Hammer, T. & Avgar, A. (2005). The impact of unions on job satisfaction, organizational commitment, and turnover. *J. Labor*. 26 (2), 79-88.

- Hanson, W., Creswell, J., Clark, V., Petska, K., & Creswell, J. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52 (6), 224-235.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (1999). *Do higher salaries buy better teachers?* Cambridge, MA: National Bureau of Economic Research.
- Hart, D. R. & Willower, D.J. (1994). Principals' organizational commitment and school environmental robustness. *Journal of Educational Research*, 87 (3), 174-9.
- Hassan, A. (2002). Organizational justice as a determinant of organizational commitment and intention to leave. *Asian Acad. Manage.*, 7 (2), 55-66.
- Hassel, B. C. (2002). *Better pay for better teaching: Making teacher compensation pay off in the age of accountability*. Washington, DC: Progressive Policy Institute. ERIC Document Reproduction Service No. ED467050.
- Hendrix, W. H., Robbins, T. & Summers, T. P. (1999). Effect of procedural and distribution justice on factor predictor of turnover. *Journals of Social Behavior and Personality*, 13 (4), 611-632
- Henke, R. R., Chen, X., Geis, S., & Knepper, P. (2000). *Progress through the teacher pipeline: 1992-93 college graduates and elementary/secondary school teaching as of 1997* (Statistical Analysis Report No. NCES 2000-152). Washington, DC: National Center for Education Statistics.
- Henry, L. & Gary T. (2002). *Practical Sampling*. London: Sage Publications
- Hertzberg, F. (1968). *Work and the nature of man*. London: Staple Press.
- Hertzberg, F. (1974). *The Motivation to Work*. New York: John Wiley and sons, Inc.
- Hertzberg, F., Mausner, B. & Snyderman, B. (1967). *The Motivation to Work*. New York: John Wiley and sons, Inc.
- Hill, D., & Barth, M. (2004). *NCLB and teacher retention: Who will turn out the lights?* London: Staple Press.
- Hirsch, E., Emerick, S., Church, K., & Fuller, E. (2007). *Teacher working conditions are student learning conditions: A report on the 2006 North Carolina Teacher Working Conditions Survey*. Hillsborough, NC: The Center for Teaching Quality.
- Hirsch, E., Koppich, J., & Knapp, M. (2001). *Revisiting what states is doing to improve the quality of teaching: An update on patterns and trends*. Washington WA: University of Washington, Center for the Study of Teaching and Policy.
- Hogan J. J. (1992). Turnover and what to do about it, *The Cornell HRA Quarterly*. 33 (1), 40 -45.

- Holtom, B., Mitchell, T., Lee, T., & Inderrieden, E. (2005). Shocks as causes of turnover: What they are and how organizations can manage them. *Human Resource Management*, 44 (4), 337-352.
- Hom, P. W. & Griffeth, R. W. (1995). *Employee Turnover*. South-Western Cincinnati, OH.
- Hom, P. W. (1992). *Turnover Cost among Mental Health Professionals*. College of Business, Tempe, AZ: Arizona State University.
- Howe, K. (1988). Against the quantitative-qualitative incompatibility thesis, or, dogmas die hard. *Educational Researcher*, 17 (1), 10-16.
- Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1999). *Open schools, health schools*. Newbury Park.
- <http://www.peira.gov.pk/> Retrieved on 6-4-2012 at 11:40 pm.
- Huberman, M. (1993). *The lives of teachers*. New York: Teachers College Press.
- Hunt, S. D., Chonko, L. B. & Wood, V. R. 2005. Organizational commitment and marketing. *Journal of Marketing*, 49 (2), 112-126.
- Hutton, C. & Emerson, E. (1998). Brief report: organizational predictors of actual staff turnover in a service for people with multiple disabilities. *Journal of Applied Research in Intellectual Disabilities*, 11 (1), 166-71.
- Ibrahim, M. A. (2006). *Student Attrition and Retention in Distance Learning in the Kingdom of Saudi Arabia*. Netherlands: Maastricht School of Management.
- Igbaria, M., Greenhous, J. J. & Silver, M. (1999). Career orientations and career success among research and development and engineering professional. *Journal of Engineering and Technology Management*, 16 (1), 29-54.
- Ingersoll, R. M. & Bobbitt, S. A. (1995). *Teacher supply, teacher qualifications, and teacher turnover: Aspects of teacher supply and demand in the U.S. 1990-91*(Statistical Analysis Report (No. NCES 95744). Washington, DC: National Center for Education Statistics.
- Ingersoll, R. M. & Rossi, R. (1995). A tally of teacher turnover. *The Education Digest*, 12 (3), 39-40.
- Ingersoll, R. M. (2001). *Teacher turnover, teacher shortages, and the organization of schools*, Seattle: University of Washington, Center for the Study of Teaching and Policy.
- Ingersoll, R. M. (2003). *Is there really a teacher shortage?* Seattle. WA: Center for the Study of Teaching and Policy.

- Ingersoll, R. M., Alsalam, N., Quinn, P. & Bobbitt, S. (1997). *Teacher professionalization and teacher commitment: A multilevel analysis* (No. NCES 97069). Washington, DC: National Center for Education Statistics.
- Ingram, T. N. & Kuen, S. L., (1990). Sales force commitment and turnover. *Industrial Marketing Management*, 19 (2), 149–154.
- Iverson, R. D. & Pullman, J. A. (2000). Determinants of voluntary turnover and layoffs in an environment of repeated downsizing following a merger: An event history analysis. *Journal of Management*, 26 (5), 977-1003.
- Jacob, B. A. & Lefgren, L. (2004). The impact of teacher training on student achievement: Quasi-experimental evidence from school reform efforts in Chicago. *The Journal of Human Resources*, 39 (1), 50-79.
- Jaiyeoba, A. O. & Jibril, M. A. (2008). A Study of Job Satisfaction of Secondary School Administrators in Kano State, Nigeria. *African Research Review International Journal*, 2 (2), 94-107.
- Janesick, V. (1994). *The dance of qualitative research design: Metaphor, methodology, and meaning*. Boston: Allyn and Bacon.
- Janssen, P. P. M. (1999). Specific determinants of intrinsic work motivation, burnout and turnover intentions: A study among nurses. *Journal of Advanced Nursing*, 29 (6), 1360-1369.
- Jaros, S. J. (1997). An assessment of Meyer and Allen's (1991) three-component model of organizational commitment and turnover. *Journal of Vocational Behavior*, 51 (2), 319-337.
- John, S. (2000). Job-to-Job turnover and Job to-non-employment movement. *Personnel Review*, 31 (6), 710-721.
- Johnson, R. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Allyn and Bacon.
- Johnsrud, L. K. & Rosser, V. J. (1999). *Predicting and Reducing Mid-Level Administrative Staff Turnover*. College and University Personnel Association.
- Johnston, M. W., Varadarajan, R. P., Futrell, C. M. & Sager J. (1987). The relationship between organizational commitment, job satisfaction, and turnover among new sales people. *Journal of Personal Selling Sales Management*, 7 (2), 29–38.
- Jones, Howard L. The Application of Sampling Procedures to Business Operations. *Journal of the American Statistical Association*, 50 (2), 763-774.
- Judge, T. A., Bono, J. E. & Locke, E. A. (2000). Personality and job satisfaction: The mediating role of job characteristics. *Journal of Applied Psychology*, 85 (2), 237-249.

- Katz, D. & Kahn, R. (1998). *The Social Psychology of Organizations (2nd edition)*. New York: Wiley.
- Keller, R. T (1997). Job involvement and organizational commitment as longitudinal predictors of job performance: A study of scientists and engineers. *J. Appl. Psychol.*, 82 (4), 539-545.
- Kennedy, M. M. (1998). *Form and substance in in-service teacher education*. Madison, WI: the National Institute for Science Education.
- Khan, A. (2006). Performance Appraisal's Relation with Productivity and Job Satisfaction, *Journal of Managerial Sciences*, 1 (2), 114-120.
- Khan, M. Aziz, S. A. (2013). Teachers' Turnover in Private Secondary Schools of Karachi (Pakistan). *IOSR Journal of Humanities And Social Science*, 14 (5), 58-65.
- Kim, I., & Loadman, W. E. (1994). *Predicting teacher job satisfaction*. Columbus. OH: The Ohio State University.
- Kim, W. G. & Brymer, R. A. (2011). The effects of ethical leadership on manager job satisfaction, commitment, behavioral outcomes, and firm performance. *International Journal of Hospitality Management*, 30 (6), 1020– 1026.
- Kim, W. G., Leong, J. K. & Lee, Y. K. (2005). Effect of service orientation on job satisfaction, organizational commitment, and intention of leaving in a casual dining chain restaurant. *International Journal of Hospitality Management*, 24 (3), 171-193.
- Kirby, S. N. & Grissmer, D. W. (1993). *Teacher attrition: Theory, evidence, and suggested policy options*. Santa Monica, CA: RAND.
- Kirby, S. N., Berends, M., & Naftel, S. (1999). Supply and demand of minority teachers in Texas: Problems and prospects. *Educational Evaluation and Policy Analysis*, 21 (1), 47-66.
- Kish, A., & Leslie, F. (1995). *Survey Sampling*. New York: John Wiley & Sons.
- Knight, P. (2002). A systematic approach to professional development: learning as practice. *Teaching and Teacher Education*, 18 (2), 229-241.
- Koh, W. L. & Neo, A. (2000). An Experimental Analysis of the Impact of Pay for Performance on Employee Satisfaction. *Research and Practice in Human Resource Management*, 8 (2), 29-47.
- Konicek, D. G. (1992). Community college faculty who conduct industry training activities: A job satisfaction study. *Community/Junior College Quarterly*, 16 (4), 361-372.

- Kotze, K. & Roodt, G. (2005). Factors that affect the retention of managerial and specialist staff: An exploratory study of an employee commitment model, *South African Journal of Human Resource Management*, 3 (2), 48–55.
- Krumboltz, J. (1979). A social learning theory of career decision making. *Social learning and career decision making*, 14 (1), 19-49.
- Kumari, S. & Jafri, S. (2011). Level of Organizational Commitment of Male and Female Teachers of Secondary Schools. *Journal of Community Guidance & Research*, 28 (1), 37-47.
- Labatmediene, L. (2007). Individual correlates of organizational commitment and intention to leave the organization. *Baltic Journal of Management*, 2 (2), 196-212.
- Lai, C. C. (2001). *The Relationship Among Job Satisfaction, Organizational Commitment and Job Performance of Employees of Selected Taiwanese Banks in Metro Manila*. Unpublished Master's Thesis, Centro Ecolar University,
- Lam, T., Baum, T. & Pine, T. (2001). Study of managerial job satisfaction in Hong Kong's Chinese restaurants. *International Journal of Contemporary Hospitality Management*, 13 (1), 35-42.
- Lankford, H., Loeb, S. & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, 24 (1), 37-62.
- Lee, C. Y. & Liu, C. U. (2007). An examination of factors affecting repatriates turnover intentions. *International Journal of Manpower*, 28 (2), 122-134.
- Lee, T. W., & Mitchell, T. R. (1994). An alternative approach: The unfolding model of voluntary employee turnover. *Academy of Management Review*, 19 (2), 51-89.
- Lee, T. W., & Mowday, R. T. (1987). An empirical investigation of Steers and Mowday's model of turnover. *Academy of Management Journal*, 30 (4), 721-743.
- Lee, Y. K., Park, D. H., Yoo, D. (1999). The structural relationships between service orientation, mediators, and business performance in Korea hotel firms. *Asia Pacific Journal of Tourism Research*, 4 (1), 59 –70.
- Leedy, P. D. & Ormrod J. E. (2005). *Practical research: Planning and design*, (8th ed.). New Jersey: Pearson Education.
- Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. London: Sage Publications.
- Liou, S. (2008). An Analysis of the Concept of Organizational Commitment. *Nursing Forum*, 3 (1), 116-125.

- Loeb, S., Darling-Hammond, L. & Luczak, J. (2005). How Teaching Conditions Predict Teacher Turnover in California Schools. *Peabody Journal of Education*, 80 (3), 44-70.
- Lohr, W. & Sharon, L. (1999). *Sampling: Design and Analysis*. Albany: Duxbury Press.
- Louis, K. S. (1998). Effects of quality of life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement*, 9 (1), 1-27.
- Loveday, M. (1996). *Management Development Review*. USA: MCB University Press.
- Lucas, G. H., Parasuraman, A. & Davis, R. A. (1987). An empirical study of sales force turnover. *Journal of Marketing*, 51 (3), 34-59.
- Lumley, E. (2010). *Exploring the relationship between career anchors, job satisfaction and organizational commitment*. Unpublished master's dissertation, Department of Industrial and Organizational Psychology, Pretoria: University of South Africa.
- Luthans, F. (2005). *Organizational behavior*. London: Routledge.
- MacNealy, G. & Mary, S. (2009). *Strategies for Empirical Research in Writing*. New York: Longman.
- Maertz, C. P. & Griffeth, R. W. (2004). Eight motivational forces and voluntary turnover: A theoretical synthesis with implications for research. *Journal of Management*, 30 (4), 667-683.
- Mahmood, A. (2004). *Study of relationship between organizational climate and job satisfaction of secondary school teachers*, Unpublished PhD thesis, NUML: Pakistan.
- Mahmood, A. (2011). Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools, *Asian Social Science*. 7 (8), 203-208.
- Malik, E. M., Nawab, S., Naeem, B., & Danish, Q. R. (2010). Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business and Management*, 5 (6), 112-121.
- Manzoor, M. U., Usman, M., Naseem, M. A. & Shafiq, M. M. (2011). A Study of Job Stress and Job Satisfaction among Universities Faculty in Lahore, Pakistan. *Global Journal of Management and Business Research*, 11 (9), 165-172.
- March, J. G. & Simon, H. A. (1998). *Organizations*. New York: John Wiley.
- March, R. & Mannari, H. (1997). Organizational commitment and turnover: A prediction study. *Administrative Science Quarterly*, 22 (1), 57-67.
- Marginson, S. (2003). Quality of higher education. *Australian Journal of Education*, 47 (1), 47-51.

- Martin, A. (2007). *Perceptions of Organizational Commitment, Job Satisfaction and Turnover Intentions in a Post-Merger*. Unpublished PhD dissertation, South African Tertiary Institution.
- Martin, C. L. & Bennett, N. (1996). The role of justice judgments in explaining the relationship between job satisfaction and organization commitment. *Group and Organization Management*, 21 (1), 84 –104.
- Maslow, A. (1959). *Motivation and Personalizing*. New York: Harper and Row Publishers.
- Mathieu, J. & Zajac, D. (1999). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment, *Psychological Bulletin*, 108 (2): 171–194.
- Mathieu, J. E. & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108 (2) 171 -194.
- Mathieu, J. E., & Zajac, D. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108 (5), 171-194.
- MaXin, & MacMillan, R. B. (1999). Influences of workplace conditions on teachers' job satisfaction. *Journal of Educational Research*, 93 (1), 39-47.
- Mbah, S. E. & Ikemefuna C. O. (2012). Job Satisfaction and Employees' Turnover Intentions in total Nigeria plc. in Lagos State. *International Journal of Humanities and Social Science*, 2 (14), 275-287.
- Mbua, F. N. (2003). *Educational Administration: Theory and Practice*. Limbe, South West Province, Cameroon: Design House.
- McFarlin, D. B. & Sweeney, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academic Management Journal*, 35 (3), 626-637.
- McFarlin, D. B. & Sweeney, P. D. (1997). Process and outcome: gender differences in the assessment of justice. *J. Org. Behav.*, 18 (7) 83-91.
- McMillan, J. H. & Schumacher, S. (2006). *Research in education: Evidence-Based Inquiry*, London: Pearson Education, Inc.
- Meaghan, S. & Nick, B. (2002). Voluntary turnover: knowledge management-friend or foe? *Journal of intellect. Cap*, 3 (3), 303-322.
- Menlove, R., Garnes, L., & Salzberg, C. (2004). Why special educators leave and where they go. *Teacher Education and Special Education*, 27 (4), 373-383.

- Merriam, S. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Mertens, D. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Meyer, J. & Allen, N. (1991). A three component conceptualization of organizational commitment, *Human Resource Management Review*, 1 (1), 61-89.
- Meyer, J. & Allen, N. (1997). *Commitment in the Workplace: Theory, Research and Application*. London: Sage Publications.
- Meyer, J. P. & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. Thousand Oaks, CA: Sage Publications.
- Meyer, J. P. & Allen, J. N. (1997). *Commitment in the Workplace Theory, Research and Application*. Thousand Oaks: Sage Publications.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61 (1), 20-52.
- Michaels, C. E., & Spector, P. E. (1982). Causes of employee turnover: A test of the Mobley, Griffith, Hand, and Meglino model. *Journal of Applied Psychology*, 67 (1), 53-59.
- Milkovich, G. T. & Boudreau, J. W (1997). *Human Resource Management* (8th ed.). New York: Irwin McGraw-Hill.
- Millet, M. J. (2005). *An examination of factors related to the retention of new teachers in the Metropolitan Nashville Tennessee School System* (Doctoral dissertation, Tennessee State University).
- Minarik, M. M., Thornton, B. & Perreault, G. (2003). Systems thinking can improve teacher retention. *The Clearing House*, 76 (5), 230-234.
- Mobley, W. H. (1977). Intermediate Linkages in Relationship between Job Satisfaction and Employee Turnover. *Journal of Applied Psychology*, 62 (4), 167-175.
- Mobley, W. H. (1982). *Employee Turnover: Causes, Consequences and Control*. Reading. MA: Addison-Wesley Publishing Company.
- Mobley, W. H., (1982). *Employee turnover: causes, consequences, and control*. Reading. MA: Addison-Wesley Publishing.
- Mobley, W. H., Griffith, R. W., Hand, H. H. & Meglino (1998). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86 (4), 493-522.

- Mont, D. & Rees, D. I. (1996). The influence of classroom characteristics on high school teacher turnover. *Economic Inquiry*, 34 (1), 152-167.
- Moorman, R. H., Blakely, G. L. & Niehoff, B. P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior. *Academy of Management Journal*, 41 (3), 351-357.
- Morrel, K. M., Loan-Clarke, J. & Wilkinson, A. J. (2004). Organizational change and employee turnover. 33 (2) 161-173.
- Morse, J. (2003). Principles of mixed methods and multi method research. London: Routledge Tylors & Francis.
- Mortimer, J. T., Finch, M. D., & Maruyama, G. (1988). Work experience and job satisfaction: Variation by age and gender. *Experience and psychological development through the life span*, 17 (3), 109-156.
- Mowday, R. T., Porter, W. L. & Dubin, R. (1994). Unit performance, situational factors and employee attitudes in spatially separated work units, *Organizational Behavior and Human Performance*, 12 (1), 231-248.
- Mowday, R. T., Steer, R. M. & Porter, L. W. (1981). The measurement of organizational commitment. *Journal of Vocational Behaviour*, 14, 224-47
- Mowday, R., Porter, L. & Steers, R. (1982). *Employee-organization linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic.
- Mowday, R., Porter, L. W. & Steers, R. M. (1979). The measure of organizational commitment. *Journal Vocational Behaviour*, 14 (2), 224-247.
- Mowday, R.T., Steer, R.M. & Porter, L. W. (1982). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14 (3), 224-47.
- Muchinsky, P. M. (1993). *Psychology Applied to Work* (4th ed.). California: Brooks/Cole Publishing Company.
- Mueller, C. W. & Price, J. L. (1990). Economic, psychological and sociological determinants of voluntary turnover. *Journal of Behavioural Economics*, 19 (2), 321-335.
- Murnane, R. J., & Olsen, R. J. (1990). The effects of salaries and opportunity costs on duration in teaching: Evidence from North Carolina. *Journal of Human Resources*, 25 (1), 106-124.
- Murnane, R. J., Singer, J. D., Willett, J. B., Kemple, J. J., & Olsen, R. J. (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.
- Muzumara, P. M. (1998). *Supporting and Developing Science teachers in Zambia*. M Ed. Dissertation, London: University of Leeds.

- Nagar, k. (2012). Organizational commitment and job satisfaction among teachers during times of Burnout. *Vikalpa*, 37 (2), 43-60.
- Newby, N. E. (1999). *Job satisfaction of middle school principals in Virginia*: Unpublished PhD thesis Virginia tech and state University.
- Newman, D. R. & Hodgetts, R. M (1998). *Human Resource Management: A Customer Oriented Approach*. New Jersey: Prentice Hall.
- Ngulube, P. (2009). *Research methods in information science*. Pretoria: University of South Africa.
- Norton, M. Scott. (1999). Teacher retention: reducing costly teacher turnover. *Contemporary Education*, 70 (3), 52-55.
- Ohana, M. & Meyer, M. (2010). Should I stay or should I go now? Investigating the intention to quit of the permanent staff in social enterprises. *European Management Journal*, 28 (4), 441-454.
- Olk, M. E. & Friedlander, M. L. (1997). Trainees' experiences of role conflict and role ambiguity in supervisory relationships. *Journal of Counseling Psychology*, 39 (3), 389-397
- Olsen, B. & Anderson, L. (2007). Courses of action: A report on urban teacher career development. *Urban Education*, 42 (1), 93-103.
- Olusegun, S. O. (2013). Influence of Job Satisfaction on Turnover Intentions of Library Personnel in Selected Universities in South West Nigeria. *Library Philosophy and Practice*, 19 (2), 914-87.
- Ongori, H. (2007). A review of the literature on employee turnover. *African Journal of Business Management*, 1 (3), 49-54.
- Onwuegbuzie, A. & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. London: Routledge, Tylors & Francis.
- Parent, D. (1999). Wages and mobility: The impact of employer-provided training. *Journal of Labor Economics*, 17 (2), 298-317.
- Park, J. S. & Kim, T. H. (2009). Do types of organizational culture matter in nurse job satisfaction and turnover intention? *Leadership in Health Services*, 22 (1), 20-38.
- Parker, M. & Slaughter, J. (2005). *Unions & management by stress*, in Babson. Thousand Oaks, CA: Sage Publications.
- Parsad, B., Lewis, L., & Farris, E. (2001). *Teacher preparation and professional development* (No. NCES 2001-088). Washington, DC: National Center for Educational Statistics.
- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

- Pearson, R. (1991). *The Human Resource: Managing People and Work in the 1990s*. London: McGraw-Hill Book Company.
- Perie, M. & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation* (Statistical Analysis Report No. NCES 97-471). Washington, DC: National Center for Education Statistics.
- Perry, J. L., Debra, M. & Paarlberg, L. (2006). Motivating Employees in a New Governance Era: The Performance Paradigm Revisited. *Public Administration Review*, 66 (4) 279-286.
- Pigors, P. & Myers, C. A. (1999). *Personnel Administration: A Point of View and a Method* (9th ed.). Auckland: McGraw-Hill.
- Pisciotta, I. (2000). *Teacher attitudes in Texas public and private schools*. USA: Texas Public Policy Foundation.
- Porter, L. W. & Steers, R. M. (1982). Conventional vs. worker owned organizations. *Human Relation*, 43 (12), 1013-1035.
- Porter, L. W., Steers, R. M., Mowday, R. T., Boulian, P. V. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59 (4), 603-609.
- Poznanski, P. & Bline, D., (1997). Using structural equations modeling to investigate the causal ordering of job satisfaction and organizational commitment among staff accountants. *Behavioural Resources Accounting*, 9 (1), 154-171.
- Price, J. L. & Mueller, C. W. (1981). A causal model of turnover for nurses. *Academy of Management Journal*, 24 (2), 543-565.
- Price, J. L. (2001). Reflection on the determinants of voluntary turnover. *International Journal of Manpower*, 22 (7), 660-624.
- Price, J. L. (2004). *The development of a causal model of voluntary turnover. Innovative theory and empirical research on employee turnover*. Greenwich, Connecticut: Information Age Publishing Inc.
- Prince, C. D. (2002). *Higher pay in hard-to-staff schools: The case for financial incentives*. Arlington: American Association of School Administrators.
- Prodromos, D., Eftichia, V., Eleni, K., Elena, P. & Anastasios, D. D. (2011). Factors Affecting Accountants' Job Satisfaction and Turnover Intentions: A Structural Equation Model. *8th International Conference on Enterprise Systems, Accounting and Logistics*.
- Punch, K. (2005). *Introduction to social research: Quantitative and Qualitative Approach*. (2nd ed.). London: Sage Publications.

- Quevedo, E. A. (2006). *Organizational Commitment, Administratie Performance and Community Involvement Among the Public Elementary School Heads*. Unpublished Doctoral Dissertation, University of Iloilo.
- Quinn, R. P., Staines, G. L., & McCullough, M. R. (1974). *Job satisfaction: Is there a real trend? Manpower Research Monograph*. Washington DC: Manpower Administration.
- Raisani, (1988). *A study of relationship between climate and demographic information to job satisfaction*. Ph.D Dissertation. Michigan University.
- Raj, T. & Lalita (2013). Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis. *International Journal of Social Science & Interdisciplinary Research*, 2 (9), 151-158.
- Rehman, S., Gujjar, A. A., Khan, S. A. & Iqbal, J. (2009). Quality of Teaching Faculty in Public Sector Universities of Pakistan as Viewed by Teachers Themselves. *International Online Journal of Educational Sciences*, 1 (1), 48-63.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*, 86 (5), 825-836.
- Riggio, R. E. (2009). *Introduction to Industrial/Organizational Psychology*. London: Pearson.
- Robbins, S. P. & Coulter, M. (2005). *Management*. Pearson Education. India: Dorling Kindersley Publishing Inc.
- Robbins, Stephen, P. (2001). *Organizational Behavior: Concepts, Controversies, Applications*. New Jersey: Prentice Hall.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner researchers* (2nd ed.). Oxford: Blackwell.
- Roodt G. (2004). *Organizational Behavior: Global and South African Perceptions*. (2nd edition). South Africa: Pearson Education.
- Rosenholtz, S. (1989). Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs. *The Elementary School Journal*, 89 (5), 421-439.
- Rosenholtz, S. J. & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 64 (4), 241-257.
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities & Rights Journal*, 8 (1), 121-39.

- Rutter, R. A. & Jacobson, J. D. (1986). *Facilitating teacher engagement*. University of Wisconsin, Madison. National Center on Effective Secondary Schools. ERIC Document Service Reproduction.
- Sabri, P. S., Ilyas, M. & Amjad, Z. (2011). Organizational Culture and Its Impact on the Job Satisfaction of the University Teachers of Lahore. *International Journal of Business and Social Science*. 2 (24) 67-74.
- Saiyadain, M. S. (1996). Correlates of job satisfaction among Malaysian managers. *Malaysian Management Review*, 31 (3), 31-39.
- Salami, S. O. & Omole, O. A. (2005). Participation in decision making process, incentives and training as predictors of organizational commitment among industrial workers. *African Journal for the Psychological Study of Social Issues*, 49 (3), 321-354.
- Salancik, G. R. & Pfeffer, J. (1977). An Examination of Need-Satisfaction Models of Job Attitudes. *Administrative Science Quarterly*, 54 (3), 427-456.
- Salleh, R., Nair, M. S., & Harun, H. (2012). Job Satisfaction, Organizational Commitment, and Turnover Intention: A Case Study on Employees of a Retail Company in Malaysia. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* 6 (12), 3429-3436.
- Samuel, C. O. Ikemefuna, (2012). Job Satisfaction and Employees' Turnover Intentions in total Nigeria plc. *Journal of Humanities and Social Science*, 2 (14), 67-79.
- Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Tennessee: University of Tennessee Value Added Research and Assessment Center.
- Sarantakos, S. (1998). *Social research* (2nd ed.). Basingstoke: Macmillan.
- Schmidt, S. W. (2004). *The relationship between satisfaction with on-the-job training and overall job satisfaction*. Unpublished doctoral dissertation, University of Wisconsin, Milwaukee.
- Schwepker, J. C. (2001). Ethical climate's relationship to job satisfaction, organizational commitment, and turnover intention in the sales force. *Journal of Business Research*, 54 (2), 39 -52.
- Settoon, R., Bennett, N., & Liden, R. C. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*, 81 (3), 219-227.
- Shah, S., & Jalees, T. (2004). An analysis of job satisfaction level of faculty members at the University of Sindh Karachi Pakistan. Shaheed Zulfiqar Ali Bahutto Institute of science and technology. *Journal of Independent studies and Research*, 2 (1), 26-30.

- Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research*, 91(6), 81-89.
- Shann, M. H. (2001). Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 92 (2), 67-73.
- Shaw, J. D. (1999). Job satisfaction and turnover intentions: the moderating role of positive affect. *The Journal of Social Psychology*, 139 (2), 242-244.
- Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. *Journal of Educational Research*, 91 (2), 81-88.
- Shin, H. (1995). Estimating future teacher supply: Any policy implications for educational reform? *International Journal of Educational Reform*, 4 (4), 422-433.
- Sidhu, K. S. (2003). *Methodology of Research in Education*, New Delhi. Sterling Publishers Pvt. Ltd.
- Silverthorne, C. (2004). The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan. *Leadership and Organization Development Journal*, 25 (7), 592-599.
- Smith, P. C., Kendall, L. M. & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Smith, T. M., & Rowley, K. J. (2005). Enhancing commitment or tightening control: The function of teacher professional development in an era of accountability. *Educational Policy*, 19 (1), 126-154.
- Smith, T. M., Desimone, L. M., & Ueno, K. (2005). Highly qualified to do what? The relationship between NCLB teacher quality and the use of reform-oriented instruction in middle school mathematics. *Educational Evaluation and Policy Analysis*, 27 (1), 75-109.
- Soliven, J. & Michelle, D. (2009). Fidelity to Commitment, Family Jewels section , *The Philippine Star*, 18 (2), 4-15.
- Sousa-Poza, A. & Henneberger, F. (2003). *Analyzing job mobility with job turnover intentions: An international comparative study*. Gallen: Research Institute for Labour Economics and Labour Law, University of St.
- Spector, P. E. (1995). *Job Satisfaction; Application, Assessment, Causes, and Consequences*. Thousand Oaks, California: Sage Publications.
- Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. Thousand Oaks, California: Sage Publications.

- Steers, R. M. & Mowday, R. T. (1981). Employee turnover and post-decision justification. *Research in organizational behavior*, 3 (1), 235-282).
- Stinebrickner, T. R. (1999). Using latent variables in dynamic, discrete choice models: The effect of school characteristics on teacher decisions. *Research in Labor Economics*, 18 (2), 141-176
- Stinebrickner, T. R. (2001). A dynamic model of teacher labor supply. *Journal of Labor Economics*, 19 (1), 196-230.
- Struwig, F. & Stead, G. (2001). *Planning, designing and reporting research*. Cape Town: Pearson Education South Africa.
- Suki, N. & Suki, N. (2011). Job Satisfaction and Organizational Commitment: The Effect of Gender. *International journal of psychology research*, 6 (5), 1-15.
- Tansky, J. W. & Cohen, D. J. (2001). The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12 (3), 285-300.
- Tarigan, V. & Ariani, D. W. (2015). Empirical Study Relations Job Satisfaction, Organizational Commitment, and Turnover Intention. *Advances in Management & Applied Economics*, 5 (2), 21-42.
- Tashakkori, A. & Teddlie, C. (1998). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage Publications.
- Tashakkori, A. & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, London: Sage Publications.
- Tella, A., Ayeni, C. O. & Popoola, S. O. (2007). Work Motivation, job satisfaction and organizational commitment of Library personnel in Academic and Research Libraries in OYO State Nigeria. *Practice of Library and philosophy*, 34 (4), 56-77.
- Tett, R. & Meyer, J. (1993). Job satisfaction, organizational commitment, turnover intention and turnover: path analyses based on meta-analytic findings. *Personnel Psychology*, 46 (3), 259-293.
- Thatcher, J. B., Stepina, L. P. & Boyle, R. J. (2002). Turnover of information technology workers: Examining empirically the influence of attitudes, job characteristics, and external markets. *Journal of Management Information Systems*, 19 (3), 231-261.
- Theobald, N. D. (1990). An examination of the influence of personal, professional, and school district characteristics on public school teacher retention. *Economics of Education Review*, 9 (3), 241-250.

- Tnay, E., Othman, A. E., Siong, H. C. & Lim, S. L. O. (2013). The influences of job satisfaction and organizational commitment on turnover intention. *Procedia - Social and Behavioral Sciences*, 97 (4), 201 – 208.
- Trevor, C. O. (2001). Interactive effects among actual ease of movement determinants and job satisfaction in the prediction of voluntary turnover. *Academy of Management Journal*, 44 (5), 621-638.
- Tsigilis, V. Zachopoulou, N. E. & Grammatikopoulos, V. (2006). Job Satisfaction and burnout among Greek early educators: A comparison between public and private sector employees. *Educational Research and Review*, 1 (8), 256-261.
- Tsui, K. T. & Cheng, Y. C. (1999). School organizational health and teacher commitment: a contingency study with multi-level analysis. *Educational Research and Evaluation*, 5 (3), 249-68.
- UNESCO & ITA (2013). *Status of Teachers in Pakistan 2013*. Lahore: Zohri Usman Printers.
- Veum, J. R. (1997). Training and job mobility among young workers in the United States. *Journal of Population Economics*, 10 (2), 219-233.
- Vroom, V. (1982). *Work and motivation*. New York: John Wiley
- Wagner, J. A. & Hollenbeck, J. R. (2010). *Organizational behavior*. New York: Routledge.
- Wallace, M. J. & Fay, C. H. (1988). *Compensation theory and practice*. Boston: PWS-KENT Publishing Company.
- Wasmuth, W. J. Davis, S. W. (1993). Managing employee turnover: why employees leave. *The Cornell HRA Quarterly*, 32 (2), 11-18.
- Wayne, S. J., Shore, L. M. & Linden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal*, 40 (4), 82-111.
- Weiss, D. J., Dawis, R. V., England, G. W. & Lofquist, L.H. (1967). *Manual for the Minnesota Satisfaction Questionnaire*. Minnesota Studies in Vocational Rehabilitation, Work Adjustment Project & Industrial Relations Center, University of Minnesota Work: Empowerment and Exploitation in the Global Auto Industry, USA: Wayne State University Press.
- Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, 15 (8), 861-879.
- Werther, W. B. & Davis, K. (1999). *Human Resources & Personnel Management*. USA: McGraw-Hill Inc.

- White, C. J. (2005). *Research: A practical guide*, Pretoria: Ithuthuko Investments Publishing.
- Wideen, M., Mayer, J. & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68 (2), 130-178.
- Wikipedia, (2014). *Job satisfaction*. Available at: http://en.wikipedia.org/wiki/job_satisfaction. Accessed on 12th, February, 2014.
- Williams, L. J. & Hazer, J. T. (1986). Antecedents and consequences of satisfaction and commitment in turnover modes: a re-analysis using latent variables structural equation methods. *Journal of Applied Psychology*, 71 (12), 219-231.
- Williams, L. J., & Hazer, J. T. (2003). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of Applied Psychology*, 71 (2), 219-231.
- Winter, G. (2000). Comparative discussion of the notion of validity in qualitative and Quantitative research. *The Qualitative Report*, 4 (3&4), 176-189.
- Wong, C. S. & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: an exploratory study. *The Leadership Quarterly*, 13 (5), 243-274.
- Yang, F. H. & Chang, C. C. (2008). Emotional labour, job satisfaction and organizational commitment amongst clinical nurses: A questionnaire survey. *International Journal of Nursing Studies*, 45 (6), 879-887.
- Yang, J. T. (2010). Antecedents and consequences of job satisfaction in the hotel industry. *International Journal of Hospitality Management*, 29 (6), 609-619.
- Yavuz, M. (2010). The effect of teachers' perception of organizational justice and culture on organizational commitment. *African Journal of Business Management*, 4 (5), 695-701.
- Yin, R. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Yucel, I. & Bektas, C. (2012). Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: Younger is better? *Procedia - Social and Behavioral Sciences*, 46 (8), 1598 – 1608.
- Zahra, S., Irum, Z. A., Mir, S. & Chishti, A. (2013). Job Satisfaction and Faculty Turnover Intentions: A Case of Pakistani Universities. *Journal of Business and Management*, 9 (2), 83-89.
- Zembylas, M. & Papanastasiou, E. (2006). Sources of job satisfaction and dissatisfaction in Cyprus. *British Association for International and Comparative Education*. 36 (2), 229-247.

Zilli, A. S., & Zahoor, Z. (2012). Organizational Commitment among Male and Female Higher Education Teachers. *Indian Journal of Psychology and Education*, 2 (1), 55-60.

APPENDIX- A

DEMOGRAPHIC INFORMATION

Please tick (✓) the most appropriate answer.

1. Name (optional): _____
2. Gender
Male Female
3. Name of the School:

4. School (category)
Individual Chained Total Branches (If chained)
5. Please indicate your age group
Younger than 25 25-29 30-34 35-39 40-44
45-49 50-54 55-59 60 or older
6. Marital Status
Not married (single) Married Divorced /separated
Widowed
7. Academic Qualification
Matric/O-Levels Intermediate/A-Levels Bachelors
Masters M. Phil PhD
8. Professional Qualification
PTC CT B. Ed M. Ed
Other Professional Course _____
9. Experience (In this Institution)
Less than one year 1-5 6-10 11-15
16-20 21-25 More than 25 years
10. Institution Language
Urdu English Urdu-English Mix

APPENDIX- B

ORGANISATIONAL COMMITMENT SCALE FOR TEACHERS

The following statements concern how you feel about the department where you work and specifically how committed you are. Please indicate the extent of your agreement or disagreement with each statement by ticking (✓) a number from 1 to 5.

Strongly Disagree	Disagree	Neither Agree Nor Disagree (=Neutral)	Agree	Strongly Agree
1	2	3	4	5

Note: Negative items are scored in reverse order

S.#	Statements	1	2	3	4	5
1	Right now, staying with my department is a matter of necessity as much as desire					
2	I do not feel a strong sense of "belonging" to my department					
3	I feel that I have too few options to consider leaving this department					
4	I do not feel "emotionally attached" to this department					
5	I do not feel like "part of the family" in my department					
6	This organization deserves my loyalty					
7	It would be very hard for me to leave my department right now even if I want to					
8	I do not feel any obligation to remain with my current employer					
9	I would be very happy to spend the rest of my career with this department					
10	One of the few negative consequences of leaving this department would be the scarcity of available alternatives					
11	Even if it were to my advantage, I do not feel it is the right time to leave my organization					
12	I really feel as if this department's problems are my own					
13	If I had not already put so much of myself into this department, I might consider working elsewhere					
14	I would not leave my organization right now because I have a sense of obligation to the people in it					
15	I would feel guilty if I leave my organization now					
16	This department has a great deal of personal meaning for me					
17	Too much of my life would be disrupted if I decide to leave my department now					
18	I owe a great deal to my organization					

APPENDIX- C

JOB SATISFACTION QUESTIONNAIRE FOR TEACHERS

The purpose of this section is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get better understanding of the things people like and dislike about their jobs.

Instructions: Please tick (✓) only one from each statement using following key.

Very Dissatisfied (VD)	Dissatisfied (D)	Neutral (N)	Satisfied (S)	Very Satisfied (VS)
---------------------------	---------------------	----------------	------------------	------------------------

PAY

S.#	Statements	VD	D	N	S	VS
1	My pay is adequate for normal expenses					
2	I am satisfied with my pay					
3	My pay is more than sufficient for my living expenses					
4	My pay is very secure					
5	I am highly paid as compared to others					
6	I am paid according to my professional experiences					
7	Pay increment depends on my performance					
8	Pay is paid equal to the work done					

PROMOTIONAL CHANCES

S.#	Statements	VD	D	N	S	VS
9	Promotion in my organization is quite good					
10	Promotion in my organization is based on job efficiency					
11	Promotion in my organization is frequent					
12	Promotion in my organization is regular					
13	There are no limited opportunities for promotions in my organization					
14	Promotion in my organization is based on performance					
15	The chances for promotion in my organization are fair					
16	Promotion in my organization depends on the length of service					

WORKING ENVIRONMENT

S.#	Statements	VD	D	N	S	VS
17	My present job is fun					
18	My present job is satisfying					
19	I am not bored with my present job					
20	My present job is good					

21	My present job is respected by others						
22	My present job is comfortable						
23	My present job is challenging						
24	My present job gives me a sense of achievement						

SUPERVISION

S.#	Statements	VD	D	N	S	VS
25	My supervisor always consults with me					
26	My supervisor is a responsible person					
27	My supervisor praises good work					
28	My supervisor is influential figure to me					
29	My supervisor gives enough supervision to me					
30	My supervisor is a careful person					
31	My supervisor understands the nature of my work					
32	My supervisor is always there to ease my task					

APPENDIX- D

TURNOVER INTENTION QUESTIONNAIRE FOR TEACHERS

The following statements concern how you feel about the school where you work and specifically how intend you are to stay here. Please indicate the extent of your agreement or disagreement with each statement by ticking (✓) a number from 1 to 5.

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree (=Neutral) 3	Agree 4	Strongly Agree 5
------------------------	---------------	---	------------	---------------------

S.#	Statements	VD	D	N	S	VS
1	I would quit my present job for a similar position with better pay in another organization at the least opportunity					
2	Continuation with my present employer will not fulfill my life expectation					
3	As soon as I can find a better job, I will quit this organization					
4	I often think about quitting my job					
5	I will probably look for a job outside of this organization within the next 3 years					
6	It is very unlikely that I would ever consider leaving this organization					
7	I prefer very much not to continue working for this organization					
8	I will likely actively look for a new job in the next year.					

APPENDIX- E

SEMI-STRUCTURED INTERVIEW FOR HEAD TEACHER/PRINCIPALS

Time: -----

Date: -----

Introduction & Background information

Respected sir! I am very thankful to you for providing me your precious time for this interview. I am Nazir Haider Shah PhD research scholar. I am conducting research titled "**Impact of Organizational Commitment and Job Satisfaction on Turnover of Secondary School Teachers**". In this respect, you will be interviewed in this formal session. Your interview is very valuable for this research. This interview will take ----- minutes. There are three leading and some probing questions about organizational commitment, job satisfaction and turnover intention of teachers.

Respondent Name: ----- **Gender:** -----

Academic & professional qualification: -----

Experience: -----

Leading Question No. 1.

What kind of facilities do you provide to your teachers for their job satisfaction? Are they satisfied or not?

Probing Questions

- a. Do you think your teachers are satisfied by their salaries?
- b. To what extent your teachers are satisfied by their promotions?
- c. Do you think your teachers are satisfied and enjoy their work?

- d. What is the level of your satisfaction after supervising your teachers?

Leading Question No. 2.

Do you think that organizational commitment is necessary for the teachers to stay in your school?

Probing Questions

- a. To what extent your teachers are psychologically or emotionally committed with the school?
- b. How much your teachers are aware of the costs associated with leaving the school?
- c. Do you think your teachers have sense of responsibility to continue job in the school?

Leading Question No. 3.

To what extent teachers' turnover is an issue for private schools? Why do the teachers think of leaving the institution?

Probing Questions

- a. Do you try to fulfill all the life expectations of your teachers?
- b. Do your teachers often think of quitting the job?
- c. Do your teachers often apply for other jobs?

APPENDIX-F

COVERING LETTER

Respected Sir/Madam,

Asalam-o-Alikum

The researcher is presently working on PhD (Education) Research project entitled **“Impact of Organizational Commitment and Job Satisfaction on Turnover of Secondary School Teachers”**, under Reg. No 79-FSS/PHDEDU/F11 at Department of Education, Faculty of Social Sciences, International Islamic University Islamabad. This research will be beneficial for the teachers, head of institutions of private schools and policy makers and etc.

In this regard, the researcher intends to fill up questionnaires from teachers of the private secondary schools of Rawalpindi and Islamabad. You are, therefore, requested to co-operate and facilitate the researcher. All the information will be kept confidential and it will be accessible to the researcher only.

Your co-operation will highly be appreciated

Thanks

Researcher,

Nazir Haider Shah

PhD Scholar (Education)

International Islamic University Islamabad

APPENDIX-G



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD – PAKISTAN

Faculty of Social Sciences

Department of Education

Ref. No: 13.EDU. Feb-14

Date: 03 February, 2014

To Whom It May Concern

Subject: **DATA COLLECTION FOR RESEARCH STUDY OF PHD
(EDUCATION)**

I am pleased to introduce Mr. Nazir Haider Shah Research Scholar PhD in (Education) of this Department. He is conducting research on the topic "**Impact of Organizational Commitment and Job Satisfaction on Turnover of Secondary School Teachers**". This research will be beneficial for the teachers, head of institutions of private schools and the policy makers etc. You are requested to kindly facilitate the research scholar by providing required data/information. Your co-operation with the research scholar for collecting information/data will highly be appreciated.

Prof. Dr. N. B. Jumani

Dean, Faculty of Social Sciences
International Islamic University
Islamabad