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PERSONAL CHARACTERISTICS, JOB SATISFACTION AND TURNOVER INTENTION OF LECTURERS OF ADVANCE LEARNING INSTITUITION'S OF KHYBER PAKHTUNKHWA PROVINCE PAKISTAN

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ABSTRACT

The aim of this paper is to identify through the empirical analysis, whether the universities' lecturers perception regarding job satisfaction and turnover intention and to examine whether or not the personal characteristics of universities' lecturers (gender, age, length of service, sector, level of education), have any influence on their job satisfaction and turnover intention. A quantitative approach is used to collect the data from advance learning institutions of Khyber PAKHTUNKHWA Province and total 502 completed filled questionnaires are collected back from the informants. The questionnaire is comprised of five sections one is Job Descriptive Index JDI second is turnover intention third is cognitive style Index CSI and fourth is open ended questionnaire and the fifth section consisted of demographic variables. Descriptive statistics results shows that females are more satisfied as highest mean score is recorded, age group more than 40 years shows more satisfaction, lecturers whose length of service is more than 20 years score highest among other groups and shows more satisfaction , public sector employees are found more satisfied than private sector lecturers , and level of education having higher qualification increase the satisfaction, PhD degree holders shows more satisfaction as compared to diploma and master degree holder. The male lecturers shows more turnover intention, age group 26-30 shows more turnover intention, LOS from 1-5 years shows more turnover intention, private sector employees shows more turnover intention than public sector employees, and diploma degree score is recorded high for turnover intention as compared to master and PhD degree holders. The bivariate correlation is used to check the correlations and some of the demographics show statistical significant relationship with some facets of job satisfaction and turnover intention. This study only analyzes a small sample from of Khyber PAKHTUNKHWA Province of Pakistan's advance learning institutions. Hence the result cannot be used to generalize the whole Pakistan's advance learning institutions. Since the Pakistani regions operate in different number of different situations and environments so it is necessary to collect data from other areas of Pakistan and analyze the results to compare with these results.

This extended model of job satisfaction will be useful to bring the changes in job satisfaction and turnover intention of the academician's of Khyber PAKHTUNKHWA Province of Pakistan. The findings of this study could be used to guide the advance learning institution's management and professional academicians to built targeted learning activities around key components of the academician's job satisfaction, diagnose where people are in their journey, set personalize goals and provide feedback to management in the process of the development of policies for advance learning institutions academician's. The findings of this study are the valuable extension of the relevant research as it provides that this is the first empirical study to examine the effects of cognitive style on job satisfaction and turnover intention in advance learning institutions of Pakistan. In the context of the efficient and effective educational policy, a greater understanding of the academician's job satisfaction could facilitate the development of more effective policy practice that would increase not only the job satisfaction of the academician's but decrease the turnover intention of the academician's.

Key Words: Gender, Age, Length of service, Sector, Qualification, Satisfaction, Turnover intention, Advance Learning Institutions.

1. INTRODUCTION

There is huge literature and number of researchers is exploring the effects of the personal characteristics of the lecturers of the advance learning institutions on their behavior of the organizations. Personal characteristics have been used as the independent variables of satisfaction and dissatisfaction of the job. Huge literature is available and those results show that personal characteristics show different findings in different situations (Khan et al., 2012). Study conducted by the Khan et al., (2012) found that only three personal characteristics are playing important role other four personal characteristics has no effect. He found that gender is playing very important role because of the political situation of the country. There is difference in the point of view between public and private sector institutions

and shows variance in job satisfaction while no role in turnover intention. Khan et al., (2012) concluded that in KPK province there is no significant relationship on the lecturers of advance learning institutions in terms of numbers. But only few personal characteristics needs care who has some implications.

Khan and Khan (2011) found the effects of personal characteristics on the lecturers of the universities in KPK province and found that these characteristics and their effects are different in underdeveloped countries and different in advance and developed countries. It was also mentioned that gender is found to be the most powerful variables of the dependent variables. But qualification and length of service are also important variables which show variance upon the dependent variables. Khan et al., (2013) added to the literature that success of any university is dependent on the employees. Turnover intention of the academic staff is very important and it is important for universities to have information about the personal characteristics of the lecturers of the universities.

2. LITERATURE AND BACKGROUND

Bono and Judge (2003) give the definition of the job satisfaction that different responses from psychological view to one's job and these views have cognitive, emotional and components of behavior. Saitis (2006) and Petrili (2007) said that job satisfaction can be dependent and independent variable. Job satisfaction is the fulfillment of the different dimensions of work by an employee (Malik et al., 2010, Sattar et al., 2010). Job satisfaction has been explored with its facets and with personal attributes of the employees. The facets includes pay, supervision, job security, promotion, environment, work and coworkers (Lise & Judge, 2004), and personal characteristics between satisfaction and faculty (Saiffudin, khairuzaman and Nawaz, 2010).

3. DEMOGRAPHIC EFFECTS ON SATISFACTION AND TURNOVER INTENTION

There are some influence of demographics have been identified by researchers on the involvement and commitment of employees and absenteeism and turnover intention of the employees (Shah & Jalees, 2004). Other researchers found some demographics those demographic variables has always some effect on the level of satisfaction of workers these demographic variables are age, gender, length of service, sector, foreign education, experience of different cultures, challenges in technology (Sattar et al., 2010; Malik et al., 2010). The level of satisfaction of the workers in the organization from salary and wages, promotion and job security, work and environment and coworkers has been effected by number of demographic variables identified by the researchers for example age , gender, length of service, department are always found very critical in identifying the level of satisfaction of employees (Asadi et al., 2008).

Rouyn and Meme, (2012), commented on the relationships of variables and identified that turnover intentions, demographic variables and commitment are directly related to turnover. It means that every variable which is connected with turnover has some effect on the decisions of the worker's of the organizations that whether they have to stay or leave the organization. The influence of the demographic variables is varying from culture to culture and is very limited research is done at global level .Turnover is a huge issue for the human resource management in perspective of high cost. This cost is faced by organizations in shape of recruitment and selection of new employees (Rouyn and Meme, 2012).

3.1 GENDRE

It was found by many researchers in previous studies that gender (male and female) are not found to be accounted or responsible for turnover intentions of the workers. According to research already done by researchers found that females are more satisfied from their jobs and work as compared to their male counterparts. On the other hand it was found that skilled and experiences males but single are found to be less committed with organizations and have more turnover intention. If the responsibilities are higher than turnover intention will be lower but if turnover intention is high than here will be high turnover and in return the performance of the organization will be lower (Ronen and Pines, 2008). Malik et al., (2010) identified that females those are working in education institutions of Pakistan have to maintain a timetable for the office and house, and it was found that those females who are more committed to their organizations the turnover intention was measured lower among them. On the other side if males found a chance to move they have had higher turnover intentions. Some researcher found more turnover intention among females while some found it high among males while some researchers said there is no significant difference between both groups.

3.2 QUALIFICATION

Education makes the person so prominent and fit for any vacancy or post. According to past researchers they stated that people those are having high degrees or education they are found to be more accounted for turnover intention. There are two reasons for their turnover, first is so much burden of the job responsibilities on them and second one is they have a lot of high expectations. Past research also tells us that more educated employees have more intention

to leave than the less educated employees working in the same organizations, so the organization should make some policies in form of giving them allowances and rewards so that they can retain their higher educated staff, addition to that organization should give them more empowerment it will increase their satisfaction (Benjamin et al., 2010). It was also found that people with higher education hold some low grades it makes them frustrated and less satisfaction from their job, less rewards and financial benefits were given to them from the organization, in return the results will be organizations fails to retain those employees and it will affect the performance of organizations and more turnover (Mating et al., 2012).

3.3 AGE

The time period spent by one individual in the organization is called age. This demographic variable is more studied variable in the research for absenteeism and turnover intention. The past research shows that older people have less turnover intention because they have lot of responsibilities and lot of grooming by their organization time to time. That's why the graph of the turnover intention will go down and the commitment and satisfaction level will go high by this group of people. If look at the teaching institution's faculties the younger lecturers are more interested in turnover and they have less level of satisfaction and commitment (Rouyn and Meme, 2012). Age has important place in reducing the turnover intention but if the lecturers increase their level of education whether they are young or older still there will be turnover intention among them studied by researchers. So age is not good predictor of turnover intention, a negative relationship was found between age and turnover intention (Kabungaidze and Mahlatshana, 2013).

3.4 LENGTH OF SERVICE

Length of service can be defined as the special skill to do some task or work or job is called experience or length of service. Performance of any organization can be increased if the management manages the turnover intention, and this is the duty of the management of the organization to manage a proper balance in reducing the turnover intentions. The problem here is that how management can come to know about the employee's turnover intention and how to deal with them? It is obvious that every individual gives its own level of output. The organization can see the difference and can increase the turnover of those employees who are giving less output and decrease the turnover of those employees those are giving more output. The current study will see that how the institutions for higher learning make use of strategic tool improvement to handle turnover intention depends on level of organizational output (Sanyo & Lee, 2003). Higher learning institutions are very important for improving the new modern and novel skills and capabilities in the staff, the staff are held responsible for delivering the best quality teaching services to the students but unfortunately they are facing problems in improving their skills, the academicians also face problems because every day a new pool of knowledge is increasing, in the research all over the world wide (Fatima and Redman, 2012). If look at the past research the role of demographic variables with turnover and its consequences, the organizations what they have faced it shows that age, gender, marital status, and education level do not influence turnover intention, those employees who are not happy with their jobs they cannot carry on their work with the organization unless and until some changes have been made. These changes constantly insist those employees to look for job other than that, it was also noted and identified that those employees are given more responsibilities and they are more over burden than their job responsibilities and in result they start giving less output (Fatima and Redman, 2012). On the basis of above discussion following hypothesis has been developed.
Ha1: There is significant relationship between personal characteristics of lecturers and their job satisfaction.
Ha2: There is significant relationship between personal characteristics of lecturers and turnover intention.

4.   METHOD

4.1 SAMPLE AND PROCEDURE

All most majority of researchers used survey questionnaires for organizational attitudes of the workforce e.g. Beyth Merom et al., (2006) job satisfaction of tutors in an open university and chughtai and Zafar, (2006) and Malik et al., (2010), consequences of organizational commitment for lecturers in Pakistani universities. Due to the most common method and popular method this research also used the same research design using structured questionnaire, literature help a lot to extract that questionnaire. Yamne (1967) formula is used to select the sample from population.

4.2 MEASURES

The questionnaire is distributed among the lecturers of higher education institutions of Khyber PAKHTUNKHWA Province of Pakistan, the questionnaire were distributed in Peshawar, Dera Ismail khan, Abbotabad, Mansehra,

Bannu, Kohat, Karak, and 502 completed and filled questionnaires are received back. The informants includes are lecturers, assistant professors, associate professors, and professors. The questionnaire include five sections, first section includes seven items on job satisfaction (satisfaction, colleagues, supervisor, job security, environment, salary work) five point liker scale is used, second section includes three items on turnover intention five point likert scale is used, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. For third section cognitive style, cognitive style index is used it has 38 items 21 items for analysis and 17 items for intuition having values for analysis 2= true, 1 = uncertain, 0 = false but for intuition it has values like 0 = true. 1 = uncertain and 2 = false. Fourth section is consist of open ended questions and fifth last section is consist of five demographic variables, gender, age, length of service, sector and qualification.

4.3 DATA ANALYSIS

SPSS version 21 is used for analysis of the data and to develop the data base for analysis. Descriptive statistics mean and standard deviation and bivariate correlation has been used to identify the correlations.
Results

Table 1. Job satisfaction and turnover intention and demographic characteristics

	Factor	LECTURERS PERSONAL CHARACTERISTICS				
		Job satisfaction			Turnover intention	
		n	Mean	S.D	Mean	S.D
Gendre	Male	376	3.5091	.76518	2.7535	1.08080
	Female	126	3.5680	.57384	2.6111	1.06479
Age	20-25	28	3.5612	.70408	2.9762	.79052
	26-30	125	3.3897	.76143	3.0747	1.15847
	31-35	179	3.4381	.71310	2.7300	1.02696
	36-40	74	3.5792	.63135	2.5631	.99148
	40&above	96	3.8051	.68625	2.2743	1.02825
LOS	1-5	223	3.4817	.66469	2.8520	1.03130
	6-10	167	3.4328	.81259	2.7226	1.06399
	11-15	55	3.6104	.65144	2.6424	1.26011
	16-20	28	3.6633	.51319	2.3214	1.08670
	20&above	29	4.0739	.64976	2.1839	.90670
Sector	Public	377	3.5495	.72294	2.6640	1.09223
	Private	125	3.4469	.71589	2.8800	1.01900
Education	Diploma	14	3.4286	.54901	2.9048	1.04127
	Master	416	3.4808	.72899	2.7692	1.06955
	PhD	72	3.7917	.65572	2.3843	1.08289

4.4 ANALYSIS

4.4.1 JOB SATISFACTION

The mean score (M) and standard deviation (SD) for job satisfaction and turnover intention based on demographic characteristics (gender, age, los, sector and education) are being used and presented in above Table 1.

4.4.2 GENDER

The number of males are 376 and females are 126, Both males and females scored higher on job satisfaction but mean score for females (M= 3.5680) is higher than males (M= 3.5091), it means that it has been found that females of Pakistan institutions for higher learning institutions in KPK Province are found to be more satisfied than their male counter parts.

4.4.3 AGE

All age groups shows satisfaction towards their jobs but the age group (>40) total number of lecturers having age more than 40 are (96) with mean score (M=3.8051) shows more satisfaction than other age groups but followed by age groups (36-40) and (20-25), having number of lecturers in these groups are (74) and (28) respectively, with mean score of (M= 3.5792) and (M= 3.5612).

4.4.4 LENGTH OF SERVICE

All groups shows satisfaction but the lecturers of institutions of advance learning in KPK Province of Pakistan having length of service more than 20 years shows more satisfaction than other groups, having number of lecturers (29) having mean score (M= 4.0739), followed by the other groups having length of service (11-15) and (16-20) having number of lecturers (55) and (28), with mean score of (M= 3.6104) and (M= 3.6633).

4.4.5 SECTOR

However lecturers of institutions of advance learning of KPK Province of Pakistan in public sector (N= 377) having mean score (M= 3.5495) shows more satisfaction than private learning lecturers.

4.4.6 QUALIFICATION/EDUCATION

While in education lecturers having PhD degree shows more satisfaction (N=72) mean score (M= 3.7917) and followed by master degree holder (N=416), mean score (M= 3.4808), from the above Table 1, it can be seen that the level of satisfaction increases with the level of education increases.

4.5 TURNOVER INTENTION

4.5.1 GENDER

In the Table 1 the mean score for male turnover intention is (M=2.7535), while the mean score for female universities lecturers turnover intention was (M=2.6111), this means that male lecturers have more intention for turnover as compared to the female lecturers of the universities.

4.5.2 AGE

In the Table 1 the lecturers age group whose age is group is 26-30 has scored more higher mean i.e. (M=3.0747) while the age group of lecturers above 40 years of age has scored lowest score mean (M=2.2743), this means that age group 26-30 years has more turnover intention while the lecturers in the age group of above 40 years has lowest turnover intention in the KPK universities.

4.5.3 Length of Service

The Table 1 also shows that the length of service results. The results shows that as the length of service is increasing the turnover intention is decreasing, the lecturers whose length of service was between 1-5 years shows more turnover intention the mean score is (M=2.8520), while the group having service length more than 20 years have score lowest mean score and shows lowest turnover intention (M=2.1839).

4.5.4 SECTOR

Results shows that lecturers of private universities in KPK Province shows more turnover intention by scoring the highest mean score (M=2.8800), while lecturers of public universities shows less turnover intention their mean score is (M=2.6640).

4.5.5 QUALIFICATION

According to qualification the diploma holder score is highest i.e. mean score (M=2.9048) then second high score is recorded for the master degree holder lecturers (M=2.7692) then PhD degree holders shows very less turnover intention their mean score was (M= 2.3843) it means that having higher qualification will effect or result in low turnover intention.

TABLE 2. CORRELATION ANALYSIS BETWEEN PERSONAL CHARACTERISTICS AND JOB SATISFACTION AND TURNOVER INTENTION

Correlations		Gender	Age	length of service	Sector	education level	Total Job Satisfaction	Total Turnover Intention
Gender	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	502						
Age	Pearson Correlation	.034	1					
	Sig. (2-tailed)	.445						
	N	502	502					
length of service	Pearson Correlation	.021	.740**	1				
	Sig. (2-tailed)	.634	.000					
	N	502	502	502				
Sector	Pearson Correlation	-.036	-.254**	-.254**	1			
	Sig. (2-tailed)	.423	.000	.000				
	N	502	502	502	502			
education level	Pearson Correlation	.074	.319**	.237**	-.133**	1		
	Sig. (2-tailed)	.096	.000	.000	.003			
	N	502	502	502	502	502		
Total Job Satisfaction	Pearson Correlation	.035	.173**	.170**	-.062	.143**	1	
	Sig. (2-tailed)	.428	.000	.000	.169	.001		
	N	502	502	502	502	502	502	
Total Turnover Intention	Pearson Correlation	-.057	-.247**	-.167**	.087	-.124**	-.400**	1
	Sig. (2-tailed)	.199	.000	.000	.052	.005	.000	
	N	502	502	502	502	502	502	502
**. Correlation is significant at the 0.01 level (2-tailed).								

4.6 ANALYSIS

The bivariate correlation is used and results taken from Pearson correlation moment are presented in Table 2. The results of Pearson correlation shows that gender and job satisfaction are not correlated significantly, i.e. r = 0.035, P>0.05. The Pearson correlation moment between age and job satisfaction is r = 0.173, P<0.001. It means that the age and job satisfaction has very high correlation and significant correlation. The correlation between the length of service and job satisfaction is r = 0.170, P<0.001. It means that length of service and job satisfaction has very high and significant correlation as length of service will increase then the job satisfaction will also increase of the lecturers of advance learning institutions of Khyber PAKHTUNKHWA Province of Pakistan. The correlation between sector and job satisfaction is not significant i.e. r = -0.062, P>0.05. The relationship between the job satisfaction and education level is found significant r = 0.143, P=0.001. It means that when qualification level of the lecturers will increase the job satisfaction of the lecturers will also increase.

The correlation results of the Pearson moment also show significant contribution among the personal characteristics of the lecturers and the turnover intention of the lecturers. The Pearson results shows that gender and turnover intention is not significantly related with each other i.e. r = -0.057, P>0.05, the Pearson correlation between age and turnover intention is found significant but negative i.e. r = -0.247, P<0.001, it means that when age of the lecturers is increased than it will reduce the turnover intention of the lecturers. In the same way the relationship between the

length of service and turnover intention is found significant and negative i.e. r = -0.167, P<0.001, similarly the relationship between the sector and turnover intention is found significant but week i.e. r = 0.087, P= 0.05, in the same way relationship between the level of education and turnover intention is also found negative and significant i.e. r = -0.124 P<0.05.

From the above discussion and results it is clear that age , length of service and education level are very important factor among all the other personal characteristics of the lecturers. These characteristics are found responsible in increasing the job satisfaction of the lecturers and help in reducing the turnover intention of the lecturers.

5. DISCUSSION AND CONCLUSION OF PERSONAL CHARACTERISTICS

Okpara et al., (2005) in united states found that gender differences discrimination males are found more satisfied than their females counter parts, but in this study it was found that female are more satisfied in institutions of advance learning in KPK province of Pakistan. Second factor is sector public and private, the past research about academicians and the sector they were working have been done by the (Tsigilis et al., 2006), and they found that Greek public sector academicians of advance learning institutions are found more satisfied than the private sector academicians. In this study also public sector employees of advance learning institutions are being found more satisfied than private universities lecturers. Also it was found that lecturers having age more than 40 years and having more experience than 20 years are more satisfied than other age and length of service groups in this study. It is also found that having higher education makes lecturers more satisfied. The male lecturers shows more turnover intention as compared to females and age more than 40 years shows less turnover intention and length of service more than 20 years shows less turnover intention and private lecturers shows more turnover intention and diploma holders show more turnover intention. The above mentioned hypothesis have been accepted and proved that age length of service and education has significant relationship with job satisfaction and turnover intention.

6. STUDY LIMITATIONS

There is need of interpretation for this study keeping in mind the following limitation in mind. First of all the sample size used in this study is taken from one province so the current results must be considered limited to this population used in this study. Second this study was quantitative in nature so future research can focus on longitudinal and experimental methodology. However those personal characteristics need special care and attention from the universities management and higher education commission to make policies in keeping in mind the personal characteristics of the universities lecturers.

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