

# The Impact of Job Satisfaction and Organizational commitment on the Intention to leave among the Academicians

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## Abstract

For the economic development and poverty alleviation of any state, academicians are the role model of the system, accountable for producing specialized workforce. This role becomes more important in the background of the developing countries (DCs). In the current research, the researcher made an effort to investigate the impact of job satisfaction (JS) and organizational commitment (OC) on intention to leave (ITL) among the academicians in the higher educational institutions. Based on the existing research, a 'Research Model' on the issue, was constructed. The current research also explores the consequences of work related issues (supervision, pay, working condition, co-workers and promotion) on job satisfaction. The study reveals that the organizational commitment and job satisfaction have depressing impact on ITL and inversely related. The current study also explores the fact that work related factors also do effect the JS and OC of the academic workforce in the HEIs.

**Keywords:** Job satisfaction, Organizational commitment, *Intention to leave*, *Work related issues (supervision, pay, working condition, co-workers and promotion)*.

## 1. Introduction

The prime intention of this research work was to examine the impact of job satisfaction and organizational commitment on the employees' intention to leave with applicability of western-based concepts of work-related factors that how they affect the academician's behavior in the HEIs (public and private). The current study will provide the knowledge in the

context of a developing country about the nature of work. Pakistan appeared as an independent state on the map of the world on August 14, 1947. There were few higher education institutions (HEIs) at the time of independence in the country and the then province Khyber Pakhtunkhwa was lacking any university. The first public sector university, University of Peshawar was established in 1953 followed by Gomal University Dera Ismail Khan in 1974. The mushroom growth is visible in higher education sector since 2002 onwards; several new HEIs both in public and private sector have been established. It not only changed the composition, structure and nature of function besides trends rather also brought new ethnicity and aggressive rivalry.

The dynamic changes have been introduced in 2002 with the established of Higher Education Commission (HEC) from University Grants Commission (UGC), to enhance the academic quality, improve the faculty and development of research culture for which huge investment has been done to upgrade the institution, faculty and research output. In new era the criteria for appointment and promotion in HEIs has been brought at par with international standards, so that thousands of faculty members were forced to improve their education which also brought revolution in the behavior and mind set of the administration and academician in the HEIs. In recent times, due to financial constraints and budget cuts by the government, ups and downs could also be seen.

The purpose of this study is to present the context of higher education in Pakistan. This study will discuss in detail the political, economic and socio-cultural conditions since its independence in 1947 from British colonial rule, which have contributed to the present crisis that higher education is facing today. The major issues will be discussed which emerged after the establishment of HEC from UGC and the reforms introduced by HEC together with financial boom and then the sudden reduction in the budget after the introduction of the reform program that were implemented by HEC with the objective to accelerate the rate of economic growth and uplift the community through higher education in the country. This study will also exhaust the current studies with reference to the major dependent and independent variables of this study, including the impact of job satisfaction and organizational commitment on the ITL of the academicians in the universities (private and public sector).

Job satisfaction, retention of the qualified and skilled employees and their loyalty and commitment to the institution is very much necessary for all the academic institutions no matter public or private. The higher job satisfaction of the faculty results into healthy and positive climate in the institutions, which not only increase the satisfaction of the employees but also enhance the overall productivity of the institutions (Irum, 2011). She further opines that when the academicians are satisfied with their job resultantly they will perform their responsibilities more rigorously with more concentration, competence, devotion and commitment. The well qualified and capable staff play significant role in the context of achieving goals and objectives. Therefore, the success of an organization depends on hard working, loyal and committed employees, where job satisfaction is the emotional response of employees toward their job or experience from their job (Kazi & Zadeh, 2011; Irfan et al., 2013).

### **1.1 Perspective on Higher Education in Pakistan**

The human resources and especially the academicians are vital for the achievement or otherwise breakdown of the any organization including higher education institutions and play important role in their progress. The institutional effectiveness and efficiency suffers when HEIs de-motivates the academicians and shows reluctance to resolve the troubles of these

developers, which is imperative for development of the society toward progress and success. The needs of the individual and success are inter-related, yet HEIs in Pakistan are indifferent towards its teachers that results in numerous problems with reference to teacher motivation, performance and the development of the student (Malik et al., 2010). It is observed and reported by several researchers in Pakistan that the talented, qualified and young people tend not to prefer the profession of teaching because due to absence of evaluation and motivational mechanism in HEIs to reward their performance through incentives as the cause of the poor quality of standards in prevailing the HEIs of Pakistan. Alternatively, faculty's supports, financial rewards, fringe benefits and salaries are very low to attract the highly qualified candidates in contrast to the increased living cost (Ahmed et al., 2010).

### **1.2 The Political Context**

Pakistan appeared as an independent state in 1947, but since its independence, Pakistan is continuously facing political ups and downs which are evident from the frequent over thrown of democratic government through military interventions, that is why democratic culture and system is still in its infancy and has very poor footings in the country. Therefore, the country has seen a great share of political instability in its life which has severely affected the development of all sectors of the economy including the higher education system. If we explore the history of the country, we can see that the mostly all the regimes have remained more concerned in yielding power, strengthening and manipulating their terms and paid less attention to education especially higher education was at low priority, this is evident from the its share of GDP in last 60 years, though during Parvez Musharaf regime, government made a commitment that in next few years the GDP share for higher education will be gradually increased to 4%, but currently the democratically elected PPP government instead of fulfilling the commitment, imposed about 40% budget cut on the funds of Pakistan's higher education. Besides, the sudden shift in political clout and shifting national priorities effected the direction in which our education & particularly higher education headed and left the legacy of poor infrastructure.

### **1.3 The Economic Context**

Pakistan has five provinces like KP, Punjab, Sindh, Balochistan and Gilgat-Baltistan besides the Khyber Pakhtunkhwa adjoining areas known as federally administered tribal areas along with Azad Jammu and Kashmir and Nothren Areas with their own unique administrative and political system. The per-capita income of the country is US\$ 2800, while its population is composed of 95% Muslim population, and 5% other than Muslims. Urdu is its national and English is its official language. Literacy rate of the country is about 53%, GDP accounts for 5.8%; however, its real growth rate in 2011 was 2.4% which shows reasonable progress. Sector wise GDP includes agriculture: 53.3%, services: 20.9% and industry: 25.8% (2011 estimate.). Total workforce is about 58.41% and 22.3% population live below the poverty line (FY05/06 estimate.). The unemployment rate was recorded as 5.6% in 2011 as compared to 5.5% in 2010. As for as the creation and financial aspect of Higher Education Commission of Pakistan is concerned, the Presidential Ordinance LI-2002, section 10.(g) and (h) requires the HEC to submit to the federal government the financial requirements for recurring and development needs of public sector higher education institutions in Pakistan and approve funds for these institutions each year. There was no other option left to the universities but to increase the number of students and their fees yet, this decreased the efficiency of HEIs, which are facing financial problems that resulted in tools and techniques constraints in term

of lack of libraries and laboratories, which not only unfavorably affected the teaching but also excellence of the education (Khan et al., 2011).

#### **1.4 The Socio-cultural Context**

It has been proved time and again that educated and skilled workforce is the prerequisite for the successful industrial development and technological advancement. The availability of skilled workforce is not a luxury rather an absolute necessity. Though, Pakistan has a handsome workforce, yet mostly it is concentrated in the agriculture sector. However, in Pakistan the social mobility is increasing day by day with more population pressure in the urban areas that urge us to take immediate steps to develop our skilled work force qualitatively and quantitatively. This demands the reorientation of the present higher education system. Education is considered as a key for knowledge economy, surely our country wants to be. Therefore, Pakistan needs to improve its education system at all levels, primary, secondary and higher, however, among all these three the most critical is higher education, which could cater the needs for industry-leading professionals. Thus as compared to poor education system, through strong education system, we can overcome the root cause of a skill deficient labor force. Similarly, though Urdu is the national language, which is commonly understood and most widely spoken, yet the prevailing emphasis on English language as an official and academic language could be termed as one of the strengths of higher education system in Pakistan. However, in this regard, it has been observed that no efforts have been made to make English a language of common citizen of the country. Thus, the curricula must involve as much English as possible from the lowest level like Urdu or other compulsory subjects.

#### **1.5. From UGC to HEC**

The Higher Education Commission (HEC) of Pakistan was established through promulgation of an ordinance by the President Genral Parvez Musharaf in 2002, which was formerly known as the UGC (University Grant Commission). Now, in Pakistan, the HEC is the main supervisory body of higher education. Up till 2002, the Pakistani universities were recognized by the UGC under the UGC Act, 1974, this was annulled in 2002 by the HEC 2002 Ordinance. Now, in Pakistan, HEC is responsible for degree recognition, quality assurance, higher education policy and development of new institutions and strengthens of existing HEIs. The major aim behind establishment of HEC was to upgrade the Pakistani universities as centers of research, development and education. Since its establishment, HEC in Pakistan is playing a most important responsibility towards structuring a knowledge based market by distribution of hundreds of doctoral scholarships for education abroad every year. However, recently under the 18<sup>th</sup> amendment in Pakistani constitution, the higher education commission`s self-ruling status was annulled and it was brought under the power of the professional and technical training ministry in 2012, yet on 18.07.2012, the Sindh HC (high court) suspended this decision. In Pakistan, we can see positive impact of HEC on higher education e.g. the establishment of finest digital library, thus every student of the university (public sector) has access monographs research from 220 publishers plus 25,000 research journals and 45,000 textbooks, which could be included among the largest digital libraries of the world.

#### **1.6. HEC initiated Reforms in HEIs**

A task force on higher education was constituted which was followed by a steering committee to understand and resolve the issue of governance in institutions of higher learning and in

2002 recommended that “universities being leaders of higher education have to the autonomy from all irrelevant authorities, so that they may operate and manage their financial functions, administrative and academic e.g. to build up their recruitment, assess and develop their faculty, academic programs and train, educate and select their students. They identified that in the current institutional structure, together with syndicates and senates, there is some limitation and the prominent includes the derisory parting of control from the responsibilities and functions of administration/management. In Pakistan, the global mobility of advanced education is not a new trend but disparities between academic institutions are constantly growing which discloses severe scarcity and the insist for augmented access of worth education, for this the HEC though Medium Term Development Framework 2005-10 initiated Developing Leadership, Governance and Management reforms for the clarity of vision. The HEC also took measures to improve the quality of education. The present study will explore the issues of governance emerged after the newly introduced reform which has severe influences on the job satisfaction impacts on the academicians’ commitment and ITL in the public sector universities in KP, Pakistan.

In the social-economic development for any country, the HEIs are the main supplier of talented, skilled and qualified HR elements (Hogan et al., 2006), yet in Pakistan, in term of knowledge creation and academic activities, the higher education is in front of a wide problems since none of Pakistani university is considered as world class university (Khan et al., 2011). To achieve the goal of quality, regular review and development of curriculum, correlates the quality of education with student ingestion, teaching methods, resources politicization and faculty development (Javed et al., 2012). So far as the reform program initiated by HEC is concerned, it includes the infrastructural development. Under this program huge funds were made available to establish new universities/DAIs besides development and expansion in the existing infrastructure and facilities e.g. laboratories, online journals, networking, computerization and video conferencing etc. The researchers observe an improved state of infrastructure of HEIs in 2006.

## **2. ORGANIZATIONAL COMMITMENT**

In the commencement of the 20<sup>th</sup> century, the focal point of organizations with regards to human resource management (HRM) was to capitalize on profits and productivity throughout the appliance of scientific management tools and techniques as envisage by Frederick Winslow Taylor. Which results, improved efficiency and higher pay packages, but faced with opposition by the labor unions and employees due to its depressing impacts on the workers i.e. job losses and high stress levels (Stoner et al., 1995). Similarly, behind the Hawthorne studies in the 1930s, the management realizes that the better production was the outcome of the personal interest the individuals received even when the working environment were not conducive. Consequently, the social and organizational psychologists started keen interest in employee behavior, which resulted in different theories of satisfaction and motivation of the workforce.

In the era 1970s until 1980s, the research study in organizational behavior (OC) got momentum usually round the globe and mainly in United States, which was urging by a turn down in efficiency, a discouraged labor force and rigid rivalry after the scientific management (Lincoln & Kalleberg, 1990). Though, it is well acknowledged that significance in the studies of ‘OC’ was developed from the Japanese management successful observed who measured the individual commitment as key driver to the achievement of the institution. The popularity to the fundamental place of OC, which lies in the aim and the HRM policies of practices and the most important goal, is to increase the amalgamation of the institution, the commitment of

the workforces moreover flexibility and the excellence of the efforts (Sturges et al., 2000; Irfan et al., 2013).

Conversely, the phenomenon of 'organizational commitment' is currently conceptualized as the relative strengths of an employee's identification with and involvement in a respective institution because of an attitudinal variable. If worker perceive task attributes positively, then they are more likely to find their job significant and be satisfied with their jobs (Kord, 2012). Still, there is no single definition of OC because of the consensus among the researchers, which has been considered and researched, extensively used and as a result, criticized for a lack of accuracy. This lack of accuracy from diverse studies has created conflicting results to identify the definition before talking about the OC, in turn to avoid the uncertainty (Meyer & Allen, 1997). The dimensionality (uni-dimensional or multi-dimensional) of organizational commitment is another issue and point of concerns for the researchers (Meyer & Herscovitch, 2001).

On other side, the behavioral approach, commitment can be views as being purely instrumental and not psychosomatic. The theory of this approach is that the workforce retains their association with an institution as a result of the perceived cost of leaving. The workforces consider commitment as a force, which bind an employee to a respective institution (Adriaenssens et al., 2006). The individual is perceived to stay and work with an institution due to the investments which bind an individual to the institution; therefore, individual become committed to institution. The available literature on the OC also express behavioral approach as "calculative" or "continuance" even though other studies have related attitudinal commitment (affective) with attractive work attitudes while behavioral commitment (continuance) for positive work attitudes has been criticized for failing to encourage.

### **2.1 The Dimensions of Organizational Commitment**

Regardless of the lack of agreement on the different meaning, conceptualizations and dimensions, a general argument is common across all these divergences, that OC is well thought-out to be a link or association or bond of the employee with the institution. The organizational commitment is defined as a psychosomatic state that distinguishes the individual's association with the institution with its propositions for the decision to carry on attachment to the organization. In the 3-D commitment model, there are three "mind sets" in which each describes an individual's commitment to the institution. The affective commitment refers to employees' perception of the touching connection or recognition with the institution. The continuance commitment refers to individuals' awareness of the cost of leaving the institution to a new setting. The normative commitment is the employees' perception of their normal obligation or the sense of loyalty to the institution (Meyer & Allen, 1997).

#### **A. Affective Commitment**

Organizational commitment is a multidimensional construction; including an affective part, the individual's emotional attachment and participation in the institution (Meyer & Allen, 1997). The employees' decisions that whether to continue in the institution possibly more by their emotional feelings towards the institution, which is their degree of AC to the institution and optional available employment opportunities (Sturges et al., 2000). Affective commitment is the worker's affective affection to the institution. Consequently, he or she powerfully identifies the aims of the institution and wishes to stay a part of it. Here the worker commits to the institution because she/he desires to do the same (Arti Bakhshi, 2009). They will likely to carry on working for the organization when they have the same opinion with the organizational objectives. Emotional commitment is an employee's affective attachment to,

recognition with and contribution in an organization (Malik et al., 2010). It is perceived that on voluntary basis the affectively committed employees carry on working with great loyalty. The employees who are committed to their organization will have a strong aspiration to stay as a member of a particular organization. The employees with strong affective commitment are likely to remain more contented in the organization because they want to be so (Shah et al., 2012; Irfan et al., 2013).

#### B. Continuance Commitment

Employees' commits to the institution for the reason that she/he perceives high costs of losing institutional attachment, which includes the financial losses and social expenditure that would have to be given up. The individual sustain the organizational membership on his/her own will (Shah et al., 2010). The CC requires that the employee should be aware of these benefits and losses and develops out of the perceived cost (benefit against loss). The CC is a willingness of employee to stay in an institution because of personal investment in the form of non-transferable investments such as close operational associations with co-workers, career investments and acquired job skills which are unique to a particular organization, after retirement investments, taking part in the community in which the employer is located, years of employment in a particular organization and other benefits that make it too costly for one to leave and look for employment elsewhere (Adekola, 2012; Irfan et al., 2013).

#### C. Normative Commitment

A sense of moral obligation to stay with the organization is the normative commitment. Because of feelings of obligation or responsibility, the individual commits to and remains with an organization. For example, the organization may have invested resources in training of an individual who then feels a responsibility to put forth endeavor on the job and continue with the organization to 'payback the liability'. One should be loyal to one's organization because it reflects an internalized standard, developed before the person joins the organization through family or other socialization processes. Normative Commitment is the result of individual's feeling of responsibility to be a members of the particular organization (Nawab & Bhatti, 2011). The employee's perceptions concerning their responsibility towards their place of work is involves as the normative commitment. For example, if an institution is loyal to the workers, the employees may reflect higher degrees of normative commitment (Islam et al., 2012). In the same line, the university's academic staff OC can be viewed as: 1) solid conviction in and acceptance of the university standards and goals; 2) willingness to put forth hard work on behalf of the university; and 3) Strong desire to retain an individual's university membership (Daneshfard & Ekvaniyan, 2012; Irfan et al., 2013).

### **3. JOB SATISFACTION**

Over the last five decades, the job satisfaction is broadly researched as the individual's feelings (Rayton, 2006). It as the individual's "positive or pleasurable emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976: 1600). Several theories have been used by researchers that fall in two groups to explain the concept of job satisfaction, i.e. content and process theories. The reasons that contribute to JS and job dissatisfaction are identified in the content theories e.g. Maslow's hierarchy of needs (1954), the 'two factor theory' Herzberg's (1959) and 'Theory X and Y' of McGregor's (1960), while to describe the interaction among variables in their relationship to job satisfaction attempted in the process theories. The recognized label of these theories includes the expectancy theory, goal setting theory and equity theory among the researchers. The employees will present enhanced returns in shape of work of greater importance, if their worker's requirements are met. The

JS is interconnected to the performance, which are achieved in the course of different job related activities and rewards. The committed and satisfied workforces are usually the performer and contributor towards enhancing institutional productivity (Nawab et al., 2011; Irfan et al., 2013).

Likewise, many studies have found that JS is a multi-dimensional construct by itself, which consist of extrinsic job satisfaction and intrinsic job satisfaction (Marchington & Grugulis, 2005). Though, the majority of them like, Volkwein & Zhou (2003), Lambert (2003) have recognized that job satisfaction is influenced by an collection of personal attributes and job characteristics e.g. the gender, tenure, age, autonomy, co-worker's relationships, teamwork and supervisors, satisfaction with pay, job variety, similarly the studies found that stressful work conditions negatively affect employee's job satisfaction such as Volkwein & Zhou (2003) and Lambert & Hogan (2009). The job satisfaction is a very important matter as a huge research has been concluded in the past era. Since, in the fast changes in the universal environment, it is very challenging to keep happy the workforces in the institution. The more contented employees at their jobs are happier and the substantiation in this regard is that when they are treated similarly in the institution. The workers who are treated with dissimilarity, it has been observed that those workers are frustrated with their jobs. In result, those institutions are not able to develop their efficiency and productivity (Shah et al., 2012). The job satisfaction is to observe individual's state-of-mentality or approach regarding the nature of their work (Mudor et al., 2011; Irfan et al., 2013).

### **3.1 Factors effecting Job Satisfaction**

The job satisfaction or dissatisfaction depends upon many facets which range from the provision of food for the employees to eat their lunch to the sense of self fulfillment they may obtain from doing their job or work. In general, job satisfaction entails a description of those facets that an employee perceives to either endorse a hopeful approach about work or an unresponsive approach about work or job (Ghazi et al., 2011). The employee with an elevated degree of JS holds optimistic approach about her/his occupation while a dissatisfied holds unenthusiastic emotions about his/her job. It refers to the wide-ranging aspects of individual's satisfaction like compensation, job itself, relationships with co-workers, work condition, supervision and the institution (Khalid et al., 2012).

#### **A. Pay**

The teacher's commitment can be improved and their degree of satisfaction could be improved, by identifying the impact of compensation. The compensation has optimistic relationship with the commitment and job satisfaction (Mangi et al., 2011). According to the several researchers, a dynamic association exists between salary and satisfaction of job. Increase in one must enhance the other (Irum et al., 2011). There is a need to examine the association between job satisfaction and compensation practices. After reviewing the above literature the probability increases that there is optimistic association with the satisfaction and there is dire need to examine the University teacher all over Pakistan in this regard (Mumtaz et al., 2011). The development in JS depends upon whether the rewards match the prospects, desires and requirements of the member of staff. The improved presentation leads to elevated rewards and if those rewards are seen to be reasonable and fair, improved satisfaction results (Sattar et al., 2011). Pay is the major forecaster of job satisfaction. It is the amount of monetary compensation that is expected by the workers in relationship with the services provided to the institution (Saifuddin et al., 2012; Irfan et al., 2013).

### B. Supervision

The authoritative direction of the work of one's subordinates is the supervision. It is the function of coordinating, directing and leading the other's work to achieve the selected objectives (Sattar et al., 2011). The performance of the supervisor plays a vital role with regard to the individual's reactions to difficult situation. It was stated that the workers who perceived their supervisor as more accessible and reactive were more probable to raise voice about their apprehensions (Aydogdu et al., 2011). There are a variety of interpretations of the term "supervision" but characteristically it is a management activity and supervisors have a management responsibility in the organization (Mudor et al., 2011). Supervision is one of another significant factor of job satisfaction which refers to the function of directing, coordinating and leading the effort of others to achieve and attain the predetermined objectives and goals. The supervisor directs their sub-ordinates so that they generate the desired amount and excellence of work within the stipulated time period (Saifuddin et al., 2012; Irfan et al., 2013).

### C. Promotion

Academicians are more motivated and dedicated to carry out a job and also more satisfied if promotion opportunities are available to them. There is a need look into the connection among job satisfaction and promotion practice in universities. After reading the above literature one can better understand that there is a constructive relationship between promotion practices among and job satisfaction universities teachers of Pakistan. If the universities enhanced their pay structure and provide promotion opportunities for their teachers then the teacher will show more contentment towards their job (Saba & Mumtaz, 2011). The degree of job satisfaction of non-PhD faculty can be enhanced by preparing flexible promotion policies and initiating advance preparation services for the job and specialized fields (Mangi et al., 2011). The promotion involves the accessibility of progressive opportunities. If individual assume that they will not have much promotion possibilities then there will be negative impact as a whole (Aydogdu et al., 2011). Reasonable probability of promotion according to the employee's skill and ability to make employee more faithful to their work become a foundation of pertinent workability for the employee (Ghafoor et al., 2012; Irfan et al., 2013).

### D. Working Conditions

Working condition is defined as the perceived entirety of non-economic fundamentals that provides surroundings to a academician's job (Sturges et al., 2000). Working environment is another characteristic that has a major control on the work satisfaction degree of the workforce (Saba et al., 2011). Organizations can enhance this degree of individual's OC by enhancing JS with reward and working conditions (Nawab et al., 2011). Providing excellent corporal working environment (sufficient and relevant tools and equipment, cleanliness of the working place, lightening,) enables employees to perform their work without difficulty and professionally (Aydogdu et al., 2011). Excellent work-conditions like clean and attractive environment facilitate workers to carry out their work easily and thus are expected to have an optimistic impact on OC and JS (Mangi et al., 2011; Irfan et al., 2013).

### E. Work Itself

Employees favor those work/job that provide them chances to use their abilities and skills and present a diversity of responsibilities, feedback and liberty on how well they are doing (Sattar et al., 2011). Employees are likely to prefer those jobs that provide them opportunities to utilize their skills and abilities and offer a diverse responsibilities, feedback and autonomy on how well they are pursuing. The jobs that have too much challenge create frustration and a

sentiment of disappointment but too little challenge creates dullness (Saba et al., 2011). If the employees are intensively involved in their job, they would more satisfy with their jobs. If they join this occupation due to their own interests, their satisfaction degree will be elevated as compared to if they are forced to do it (Saifuddin et al., 2012). Work itself means the employees liking and disliking of his or her job. It explains whether the job of employee is gratifying or not (Ghafoor et al., 2012; Irfan et al., 2013).

#### **4. INTENTION TO LEAVE**

The conception of employee's ITL means that the employees leave their jobs due to job-related dissatisfactions emerging from unsatisfactory unattractive work, pay, interpersonal relations, issues of promotion, bad supervisory approach and working conditions (Sattar et al., 2011). ITL is defined as one's behavioral attitude to leave the institution while withdrawals are considered to be the actual separation from the institution. The JS has an effect on determining leaving or staying in the institution. The workers are likely to leave the institution, if are dissatisfied from their work, (Aydogdu et al., 2011). Job dissatisfaction can de-stimulate the workers and it results to leave the respective organization and search for some other better job's opportunities (Saifuddin et al., 2012). Due to lack of job satisfaction sometime academicians may possibly switch over from public to private sectors and private to public sectors institutions (Ghafoor et al., 2012).

Switchovers can be negative or positive for employees, institutions and communities. Sometimes the individuals may come to a decision to move from one institution to the other for their career prospects (Haq et al., 2011). Job satisfaction is an issue that would persuade the worker to work in the long duration. Regardless of job satisfaction, the organization would confront with the expenditure of recruitment caused by the switchovers. Therefore, the organization should give concentration to employees' job satisfaction as well. In other word, low teachers' JS is the important predictors of teachers' ITL the teaching profession (Mudor et al., 2011). Individuals who are not satisfied in their job become less committed or leave the job in general (Sattar et al., 2011; Irfan et al., 2013).

All organizations no matter public, private, large or small tries to keep their employees motivated and satisfied in order to avoid the negative consequences associated the dissatisfaction i.e. lack of interest, commitment, and absenteeism and finally the intention to leave or turnover. Founded on the envisioned negative impact of the ITL of the employees on the institutions, management always seek and tries better way-out to manage the affairs of their employees in a fashion to ensure and retain the valued employees in order to sustain high level of performance to accomplish objectives efficiently and effectively. The review on the background of ITL discussed above in the sections of organizational commitment and job satisfaction has pointed out intent to leave instead of the actual switchover as the outcome (Wasti, 2003). Before their final exit, the employees decide in advance whether to leave or not to leave the institution. Researchers have hypothesized that job dissatisfaction may lead to the leavings of employee, especially in terms of their voluntary switchover (Suliman & Iles, 2000).

##### **4.1. Internal and External Switchover**

When an employee is transferred from one department to another keeping the base root same or when he/she leave one institution and join another institution then the switchover of the workforce is experienced by an institution, these job switchovers are labeled as

external and internal job switchover (Kazi & Zadeh, 2011). The budget documents of the Gomal University and Syndicate Minutes (2005-2012) shows frequent brain-drain of the academicians of highly qualified and experienced faculty to other universities like Quaid E Azama University Islamabad, Hazara University Mansehra, Islamia College University Peshawar, COMSATS Institute of Information technology Islamabad and Peshawar besides opportunities availed by its faculty abroad. The major reason could be low salaries, and lack of promotion besides internal power politics.

#### **4.2. Voluntary and Involuntary Switchover**

The workforce job switchover which is based on the incidental or social consequences of an workforce's life and if it becomes a cause to have a flexible change on degree of job satisfaction besides attitudes and nature, it is named as involuntary and voluntary switchover. Based upon the factors which are beyond the direct reach and control of the management of an institution is called the involuntary switchover, which becomes a reason for a worker to leave or depart from the institution. This kind of switchover might not always be favorable for a worker, e.g. anarchy in the country, death of an employee, health issues and non fulfillment of basic needs etc. Therefore, in such circumstances the human resources department (HRD) does not have any role to manage such a switchover in the institution (Kazi & Zadeh, 2011).

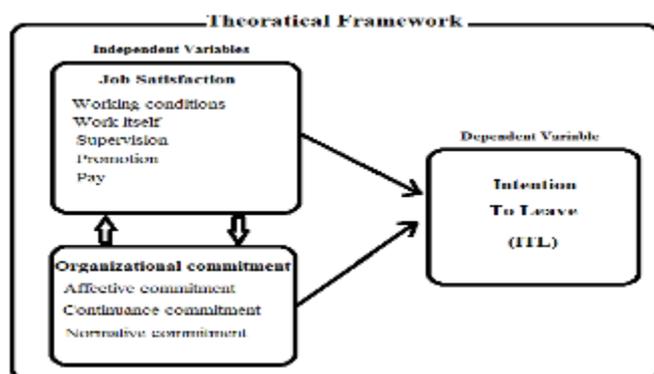
### **5. ITL IN HIGHER EDUCATION**

Pakistan appeared as an independent state on world map on August 14, 1947 from the British colonialists. At the time of independence, there were few higher education institutions (HEIs) in the country and the then province N-W.F.P (now Khyber Pakhtunkhwa KP) was lacking any university. The first published Sector University, University of Peshawar was established in 1953 followed by Gomal University D. I. Khan in 1974. Since 2002 onwards, mushroom growth is visible in higher education sector, several new universities and degree awarding institutions (DAIs) have been established both in public as well as in private sector, which has not only changed the composition, structure and nature of function besides trends rather also brought new culture and cut throat competition.

Conversely, the employees who have remained in their universities also opted to seek and find alternatives in order to supplement their income and resources thus resulted in compromising their loyalties towards their parent universities. Another, deteriorating, impact of this situation became prominent was the declining quality of education, thus, the private universities in Pakistan emerged as an alternate option of higher education. The private universities have gained an advantage over the public sector universities by offering market oriented courses through academia-industry collaboration hence ensured the employability of their outputs. The academicians of the public sector universities also looked for part-time employment in these private universities to enhance their income, which also emerged in the quality of academics in private sector HEIs. However, due to their higher fees rate the private HEIs are not affordable to low-income people of the province thus also raised concerns about equity.

The HEIs play a vital task in developing fresh talent and polishing the extraordinary skills and knowledge of the individual resources. The academic staff, responsible for conveying the quality education, is facing difficulty in developing their own skills and knowledge. They face the challenges in the tense unstable situation, where gradually there is an immense influx of fresh knowledge and skills, credited towards the research works around the globe (Fatima & Rehman, 2012). To manage the ITL is mostly dangerous in HEIs and the faculty member leavings may have a damaging impact on the educational standards and outputs. To some

extent, the recent studies have provided diverse opinion on faculty member's ITL in the HEIs (Irfan et al., 2013).



## 6. DISCUSSIONS

Contemporary education has changed and developed fundamentally due to cultural, social and political changes. It places education under intense scrutiny by the public and private stakeholders who question the system's ability to accomplish its goals of teaching basic skills, developing standards, preventing dropouts, and producing prolific employees (Saeed et al., 2011). Such an incredible responsibility requires highly satisfied and committed academicians who wish to do their job with willingness (Khalid et al., 2012). Universities are very important organizations in an educational system because they are supposed to assume the primary and leading role in the way to social advancement. They should also renovate their systems and conditions from the point of view of the developments taking place both socially and globally (Dogan & Aydin, 2012).

The demand for brilliant teachers has increased with the emergence of private sector universities and the institutions are ready to pay them good-looking pay packages. This is making it difficult for the universities to maintain their academicians in the Pakistani education sector particularly in the public sector universities (Suki & Suki, 2011). The academicians who are committed to their particular institutions are more likely not only to stay with the institution but also put forth more hard work on the behalf of the organization (Mudor & Tooksoon, 2011). Thus developing commitment among the academicians is a considerable and prominent institutional goal. Committed employees may easily adhere and accept the institutional goals (Daneshfard & Ekvanian, 2012; Irfan et al., 2013).

An organization requires highly committed employees so as to accomplish their objectives and goals in an efficient and effectual way. The OC involves employees' emotional state that makes them more faithful to their job and their organization. Generally, OC has two sides; the first involves the manner institutional management treats their employees and behaves towards them fairly and lawfully, while the other side relates to the individual's emotional state that makes him committed to the institution. Because of that, it is unexpected to find a committed employee when at the same time; he/she has been treated unfairly or unlawfully (Saeed et al., 2011). Job satisfaction results into constructive approaches like organizational commitment, participation and attention in the work. The JS of an employee prevails between two extremes of dissatisfaction and satisfaction from job in any type of organization. Where does an employee situate on the range of two extremes, depends upon diverse job related factors. The JS is a worldwide issue and a diversity of research is going on to help organizations

in understanding the job satisfaction and thereby resolve the related problems. Similarly, volumes of surveys are being conducted to determine the employee attitudes towards the dimensions of job-satisfaction, its facets the degrees to which workers are contented or otherwise from their job (Sattar et al., 2010).

To increase the effectiveness of the educational institutions, the highly committed teachers are more willing to go above and beyond the call of duty for their respective institutions, that is, they can perform organizational citizenship behaviors more frequently (Shah et al., 2010). The universities, which seek to retain their faculty members by building strong OC, are in a better position to benefit from dedicated, motivated, and reliable academicians (Shirazi et al., 2010). Researchers who conducted a faculty survey at HEIs identified the compensation packages and professional development as the most important factors for the organizational commitment, job satisfaction and ITL (Nawab & Bhatti, 2011). It is vital for higher educational institutions to be acquainted with, what encourages faculty to continue in their positions, as replacing them is not only complex but also expensive in unrecoverable costs (Khalid et al., 2012). Turnover intention may be defined as the intention of employees to quit their organization. The highest correlation with turnover intention was of Pay, Promotion, Fringe benefits and contingent rewards. In general, job satisfaction was found to have a significant negative association with turnover intention (Naji et al., 2011). Job turnover is also likely to be higher in organizations that have a low level of job satisfaction, thereby resultant in higher preparation expenses (Judeh et al., 2011; Irfan et al., 2013).

## **7. CONCLUSION**

Like any other country, Pakistani government is the largest employer of the country. The success of economy depends upon how effectively its government organizations are functioning. The success of organizations eventually depends upon the public sector employees. The highly satisfied, motivated and committed employees and their performance for the organizations would be highly efficient and effective. The role of the Universities is very significant in an educational setting and the education itself can be regarded as another organization in a society. While universities should assume the primary and most important role in the way to social growth, they should also renovate their systems and environment from the standpoint of the developments taking place both socially and globally. Each and every organization is established with the goal of materializing a set of definite objectives and aims.

Intention to leave is far and wide researched issue, so far researches are trying to find what exactly direct an individual to think about switching the institution. The current study took two job related variables to test the significance and support that JS and OC both are significant in determining the ITL. The academicians' decision as to whether to continue in the educational institution may be more influenced by their emotional attitudes towards the institution, which is their level of affective commitment to the institution and the available alternative employment opportunities. Academicians who found their work less intrinsically satisfying than others, more usually planned to leave the university. Financial resources as such did not come into view to influence intentions to continue or leave. The important personal factor which contributes in switchover is the unrealistic expectation of individual.

The issue of intention to leave exists in every public and private HEI. Though, the intensity and nature in this regard differs from times to times, country to country, and from institution to

institution. Therefore, special actions are required to address the problem of intention to leave in diverse conditions. The available literature suggests that intention to leave is a critical and leading problem for the public sector HEIs like Pakistan where the private sector is the main competitor with a strong economic base and clientele. Conversely, the public sector HEIs are facing with a severe fiscal restrictions resulting in the switchover on the large level.

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