



## **JOB SATISFACTION AND TURNOVER INTENTION OF TEACHERS: A LITERATURE REVIEW ARTICLE**

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### **KeyWords**

Job satisfaction, intent to leave, motivation, propensity, turnover intention of teachers

### **ABSTRACT**

This exploratory paper aimed to review the various articles that explain the relationship between job satisfaction and the turnover intention of teachers both in local and international public and private educational institutions. In particular, it aimed to identify the factors contributing to job satisfaction, reasons for teachers to leave the teaching profession, and the research gaps on predictors of job satisfaction and relative factors for the teachers' turnover intention. It reviewed published articles in online international journals from the year 2010-2020. The review focused on the findings and conclusions of the articles reviewed. The paper revealed that job satisfaction and turnover of teachers are closely correlated and that teachers' dissatisfaction has immensely led to teachers' turnover. It identified the different factors relating to the teachers' job satisfaction and teachers' turnover intention such as pay, reward and recognition, work itself, promotion, and supervision. However, the literature reviewed showed limited findings on other external factors such as workload or teacher preparation, student behavior, and parent support which also affect the job satisfaction and turnover of teachers.

### **I. INTRODUCTION**

Teaching is acknowledged as a highly esteemed and respected career. It is a profession with the mission to inspire and motivate students to help them realize and exceed their potentials. Through this profession, teachers devote their time and effort to inspiring and empowering their students to achieve great things in life and to become good human beings. However, despite its nobility, the issue of teachers leaving their profession has been noticeably prevailing all around the world. Job satisfaction and turnover intentions are now a matter of concern related to any organization, and to no exempt, teaching is considered as one of the most suffering professions in terms of turnover. There is also an increase in the number of teachers declining from the teaching profession and the student enrolment has been reduced because of the problem (Ingersoll, 2001). Thus, educational administrators should consider and see to it that their teachers are satisfied with their profession and committed to their organization. There are many literature and studies which have proved that employees who are satisfied with their job manifest loyalty to the organization (Hoyt, 2012).

Job Satisfaction is one work attitude of particular importance. It is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976) or the overall domain of a person's job (Malik et al., 2010). It deals with the general feeling of the employee (Kosi et al., 2015). Employee satisfaction results in an agreeable environment in an organi-

zation (Khan et al., 2011). Job satisfaction is a task that is positively matched to the potential to which personal needs have been met in the work situation (Simatwa, 2011). Based on the Hierarchy of Needs Theory, job satisfaction is achieved when the job and its environment meet the needs of the individual (Maslow, 1954). Consequently, a lack of job satisfaction and emotional exhaustion leads to increased intention to leave the organization (Skaalvik & Skaalvik, 2011).

Turnover Intention may have been termed differently over the years as intent to leave, intention to leave, or propensity to leave but researchers generally defined turnover intention as one's desire or willingness to leave the employing organization. Owolabi (2012) identified two categories of turnover as voluntary and involuntary. Voluntary turnover is when employees decide to leave the organization while involuntary turnover occurs when the organization decides to lay off some of the employees. Simply put, it gives a general idea of how long employees tend to stay in an organization. In his study, Buenaventura (2013) quoted that a high turnover often means that employees are unhappy with the work or compensation, but it can also indicate unsafe or unhealthy conditions, or that too few employees give an unsatisfactory performance while low turnover indicates that none of the above is true, that employees are satisfied, healthy and safe, and their performance is satisfactory to the employer.

This paper is important as it aimed to find the research gap of the published works of literature. This also aimed to find out the relationship between job satisfaction and the turnover intention of teachers both in local and international public and private educational institutions. Moreover, it sought to find out the predictors of job satisfaction and the relative factors for the teachers' turnover intention, specifically the other factors behind the movement such as workload and teacher preparation, student behavior, and parent support which do not only affect the teachers themselves but also the educational institution at large. The findings can greatly help school administrators by utilizing the information gathered when considering professional development, policy planning, hiring practices, and school culture.

## II. DISCUSSIONS

The connection between job satisfaction and turnover intention has been studied and documented by many researchers. According to Odembo (2013), employees' contentment may be attributed to some factors, such that their performance, attitudes, and views, much more towards their jobs, are always a reality of today's improving work environments.

Herzberg, Mausner, & Snyderman (1959) proposed the Motivation-Hygiene Theory which asserts that humans have two different types of needs and different aspects of the work environment either satisfies or dissatisfies those needs. The first is called Motivation Factors (intrinsic) which include tasks well done, advancement, recognition of achievement, job responsibility, or the work itself. With this, it is believed that motivation is based on a sense of achievement and personal growth. The second is called Hygiene Factors (extrinsic) which are important for an individual's basic survival needs such as salary, rewards, benefits, proficient supervision, competent administration, a good work environment, and work relationships.

In the study conducted in Pakistan by Shah, Rehman, Akhtar, Zafar, & Riaz (2012) on the Job Satisfaction and Motivation of Teachers of Public Educational Institutions, they have found out that there is a positive and direct relationship between reward and recognition, satisfaction with supervision, and the work itself with job satisfaction. They have also observed a positive and significant relationship between job satisfaction and intrinsic motivation. Further, job satisfaction was found to have a direct negative relationship with turnover intention (Amah, 2009). The same was found by Mburu (2015) showing that a significant negative correlation exists between job satisfaction and turnover intentions among public school teachers in Kenya.

Adusei, Sarfo, Manukure & Cudjoe (2016) and Malik, Nawab, Naeem & Danish (2010) both agreed that teachers who are satisfied with the teaching profession are more likely to be punctual at work, teach effectively and most likely stay in the teaching profession. If employees are satisfied and engaged, turnover intention decreases (Skaalvik & Skaalvik, 2011). The four determinants of teacher's job satisfaction were identified by Kosi, Sulemana, Boateng & Mensah (2015) as pay, promotion, supervision, and the work itself.

Teachers' satisfaction and turnover rate are directly connected (Dos Santos, 2016) as shown in the figure below. This framework is also based on the Model of Retention, Turnover, and Attrition by Gardner (2010).

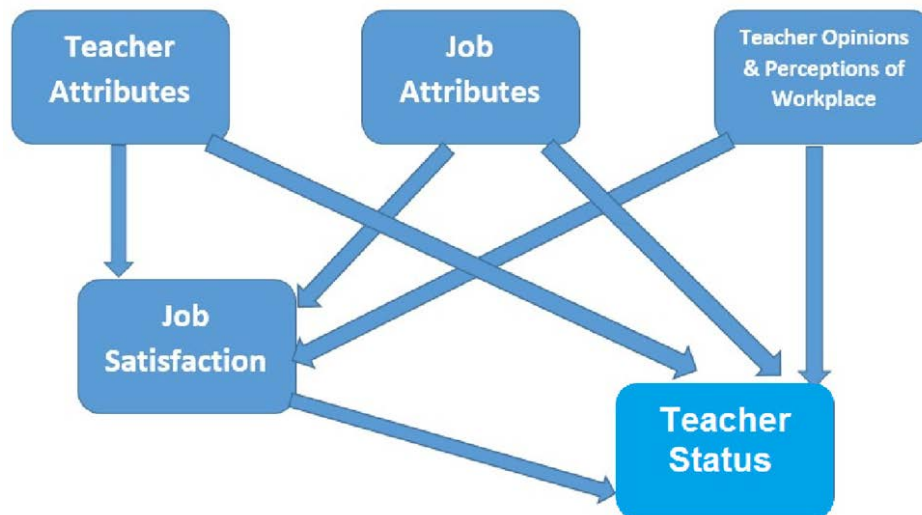


Figure 1: Model of Retention, Turnover and Attrition

The model outlines teacher and job attributes, teacher opinions, and his/her perceptions of the workplace. It shows the strong link between job satisfaction and teacher commitment to the post. The model in the study analyzes the direct link of job satisfaction with professional teaching status and the direct link of teacher status with teacher and job attributes, teacher opinions, and perceptions of the workplace. The model backs that teacher attributes, job attributes and teacher opinions & perceptions of the workplace can influence job satisfaction and teachers' status (Dos Santos, 2016).

## Pay

Pay is the overall salary and incentives of teachers as it serves as the reinforcement for teachers to be committed to the teaching profession (Kosi et al., 2015). The periodical salary increments, allowances, and other compensations on regular and specific periods keep the teachers' morale high and make them more motivated and satisfied (Shah et al., 2012).

In a study conducted in Kenya by Mburu (2015), the results show that 80.4% of respondents perceived they were either not satisfied or slightly satisfied with allowances and other benefits that they receive. On average overall compensation, 78% of the respondents said they were either not satisfied or slightly satisfied. This study agrees with similar previous studies (Ingersoll, 2001). It was found that a significant negative correlation has existed between job satisfaction and turnover intentions among public school teachers. The study has established that dissatisfaction with pay or salary predicts a significant variance in the turnover intentions of teachers. Based on the analyzed data, most teachers in the district were not satisfied and were therefore planning to quit teaching soon. They were mostly dissatisfied with their compensation which they cited as the major reason for planning to leave teaching (Mburu, 2015). Another study in Oman conducted by Al-Neimi & Amzat (2012) has revealed the same results that teachers' turnover and job satisfaction are so closely correlated to each other and that teachers' dissatisfaction has primarily led to the teachers' turnover. Teachers were overwhelmed with teaching and workloads but their income or salary is less than what they deserved. They think that their income is less compared to their efforts despite their contentment in their allowances. Teaching itself, workloads, salary or income, and issues related to teaching were found to be the reasons behind teachers leaving the profession or turnover (Al-Neimi & Amzat, 2012). Teacher's pay is the only component of job satisfaction that significantly predicts turnover (Addai, et al., 2018; Shah & Jumani, 2015). Though the satisfaction level of teachers can be improved if teachers are given enough pay (Malik et al., 2010), however, the prior studies were contrary to the findings of Buenaventura (2013). He concluded that there is no significant relationship between profile variables and the turnover rate of teachers and quoted that work commitment among teachers makes teachers continue to teach even if the salary is not that attractive. Teachers still view the teaching profession as noble, with high moral standards, and incomparable to other professions (Buenaventura, 2013).

## Reward and Recognition

In the study conducted by Al-Neimi & Amzat (2012), the participants have shown great approval on the promotion and recognition they receive. They admitted that they felt comfortable mainly in the school administration. These teachers feel encouraged to bring new ideas for improving themselves and the school community. Besides, their efforts are being recognized and supported by the school administration, this promotion and recognition have to be taken into consideration through the school environment, especially by the school administration. This result matches with the findings of Ozer & Beycioglus (2010) that as long as the teachers' efforts are appreciated, they are expected to show a positive attitude towards their profession that in turn motivates them to remain in their profession and achieve better performance.

In a study conducted by Shah, Rehman, Akhtar, Zafar, & Riaz (2012), a high relationship between reward and recognition and job satisfaction was found. It suggests that if the reward and recognition system is open and transparent then it establishes loyalty for the institution. With this, the teachers perceive the problems of the institution as their own. Reward and recognition play two-fold roles. First, it motivates the teachers within the institution to work harder towards established goals since valuable rewards can, directly and indirectly, influence the performance and motivation level of employees. Secondly, it encourages the individuals to put in their best and work harder to feel a sense of achievement. Reward & recognition policies are competitive externally and equitable internally (Shah et al., 2012).

## Work Itself

Work Itself is enough to explore teachers' talents to the maximum extent and it also gives them the opportunities to grow towards the full use of their abilities (Shah, et al., 2012). The regulatory environment is a decisive impact on both production and happy workers (Shah & Jumani, 2015). It is also concluded as highly related to job satisfaction. It is the third-best source of teachers' satisfaction with their institution (Shah, et. al, 2012) as findings suggest that when employees are entrusted assignments according to their specialization and interest then they start enjoying their assignments like a hobby. However, added responsibility has also been indicated as a source of work-related stress burnout, and consequently job dissatisfaction among teachers (Mburu, 2015). In the data Mburu (2015) obtained, he has established a significant relationship between responsibility held in the school and levels of job satisfaction and intention to leave teaching. Though management should make the best use of employees' talent particularly working in educational institutes because a little increase in work itself would give highly satisfied teachers to the institution (Shah, et al., 2012), however, their capacity in work should also be considered.

In Pakistan, employees working in Public Educational Institutions feel that the work itself is enough to explore their talents to the maximum extent and it also gives them the opportunities to grow towards the full use of their abilities. Teachers' participation in the decision-making process and performance recognition may make them more courageous and enthusiastic towards working (Shah et al., 2012). In the district of Rawalpindi and Islamabad, the analysis showed a moderate relationship between Work Itself and turnover intention among the teachers (Shah & Jumani, 2015).

## Promotion

Promotion is the extent to which teachers have the opportunity to grow and progress in the teaching profession.

In a published article in Macau by Dos Santos (2016), he quoted that teachers identified career advancement as the major consideration to stay or switch workplace. This corresponds to the claim of Gardner (2010) who mentioned that the inability to meet expectations and potential career advancements could lead to negative teacher status.

A study in Oman by Al-Neimi & Amzat (2012) showed that in terms of promotion and recognition, some teachers in Al-Dahira, Al-Dakhelya, and Muscat are being encouraged to bring forward their ideas, efforts being recognized and support being received by the school administration. In another study by Shah & Jumani (2015), linear regression analysis concluded that the promotion has created space for moderate turnover intention.

## Supervision

Supervision deals with leadership and leadership styles of superior heads of educational establishments. Job satisfaction factor increases with a good system of supervision (Addai et al., 2018). It allows for the growth of trust and autonomy over the job; thus, the teachers' level of self-esteem can improve through the reactions of supervisors (Malik et al., 2010).

According to the article published by Mburu (2015), teachers planning to transfer perceived the poor leadership style of their principal as one of the major reasons for seeking transfers. Employee's job satisfaction is more reliant on environmental factors, rather than job characteristics. Contrary to the previous result, a study in Pakistan conducted by Shah, Rehman, Akhtar, Zafar, & Riaz (2012) shows that teachers are valued by their supervisors. This ultimately fosters a feeling to be a part of their respective educational institutions and to spend the rest of their career with them (Shah, et al., 2012). The same result was found in another study in the Philippines by Batugal & Tindowen (2019) which noted that Catholic teachers in the Philippines are very satisfied because the administration including the middle-level managers and supervisors are consistent in giving feedback to their employees, particularly with their performance, evaluations, assessments and work improvements. On the other hand, in the study conducted in the districts of Rawalpindi and Islamabad mentioned previously, supervision only showed a moderate relationship with turnover intention among the teachers.

Findings of the study in a public university in Pakistan indicated that the satisfaction with the quality of supervision had a significant positive influence on the organizational commitment of faculty members. Teachers had a high degree of organizational commitment and satisfaction with supervision (Malik et. al., 2010). This study concurs with Shah et. al. (2012) where correlation results show that supervision is significantly related to job satisfaction. Thus, emphasizing the need for supervisor support, fair and sound company policies and procedures, and a job that is challenging is important (Abraham, 2012).

## OTHER FACTORS

The intensification thesis published by Droogenbroeck, Spruyt & Vanroelen (2014) holds that teachers are increasingly subjected to external pressures from policymakers, supervisors, parents, and experts. Interpersonal relationships with students, colleagues, supervisors, and parents were also reviewed. The intensification results in an ever-expanding teaching role, a significant increase in nonteaching-related (largely administrative) workload, and less time for social contact with colleagues and in private life. According to the intensification thesis, the working conditions of teachers changed significantly during the last decades. Teachers experienced a perceptible rise in high-stakes accountability demands, administrative tasks, and standardization which may cause stress and feelings of deprofessionalization. This intensification of the profession is the result of teachers being increasingly exposed to external pressures and demands from policymakers, supervisors, parents, and experts.

## Workload

Teaching is considered by most teachers to be a vocation (Rones, 2011). Despite this perception, teachers often feel that the time investment is disproportionate to the benefits for the student. Teaching-related and non-teaching-related workloads were found to be both related to emotional exhaustion. On the other hand, autonomy or self-sufficiency was more related to non-teaching-related workload (Droogenbroeck, et al., 2014).

In the study conducted by Buenaventura (2013), the table of Perception on the Work-Related Factors in Terms of Workload shows that the unequal bulk of teacher education graduates affects the supply of teachers in schools, consequently affecting workloads. This results in school heads distributing teaching loads to non-specialized teachers to meet the scarce of the other disciplines and there may be no way of getting around the fact that a teacher's workload is heavy. However, he believes that when the faculty is pushing and pulling together, hard work is a lot more. Thus, involving teachers in decision making, planning, and solving problems, and creating collaborative teams to share the workload contribute immensely to nurturing high morale.

In some schools in Al-Dahira, Al-Dakhelya and Muscat in Sultanate of Oman, study revealed that the teaching overloads and the sense of leaving the teaching profession and moving to non-teaching career are the most prominent problem the teachers faced. Particular problems are related to teaching and changing of rules which highlight the low teachers' interest in teaching, which eventually results to an increase in probability of leaving their profession (Al-Neimi & Amzat, 2012).

Participants in the study conducted by Larkin (2015) have identified flexibility, meeting student needs, technical support, and their professional community as the most satisfying aspects of their job, while compensation, workload, missing face-to-face interaction with students, and inactive students were identified as least satisfying for teachers. Among the factors, online teachers found most discouraging were compensation and income growth potential, physical demands, working summers, and the teacher evaluation system. These results apparently show that workload and other assignments are specific factors that dissatisfy the teachers.

Several theorists and conducted studies suggest that the relationship between job satisfaction and turnover is mediated by the extent to which there is a match between the employee's expectations of the job and the actual experience on the job (Ryan, Healy, & Sullivan, 2012). As mentioned earlier, the findings of Al-Neimi & Amzat (2012) revealed that teachers were overwhelmed with

teaching and workloads but their income or salary is less than what they deserved, thus workload is one of the reasons behind teachers leaving the profession or turnover. Job-related stress that leads to burnout are unmanageable workloads, a weak sense of community, perceived lack of equity or fairness, lack of support and resources, and emotional exhaustion. These are all attributed to decreased job satisfaction and increased turnover intentions (Laschinger, 2012).

## Students

Teachers generally become teachers because they want to work with students, and they derive a great deal of satisfaction from their relationships with students (Dinham, 2007). Student's positive behavior, academic achievement, and satisfaction with school can increase teacher's job satisfaction and morale (Johnson, Kraft & Papay, 2012). However, students can also be the teachers' stressors. Student discipline problems consistently emerge among the top predictors of teacher job dissatisfaction and attrition (Ingersoll, 2001)

Student concerns also emerged as a category that leads to frustration among K-12 online teachers. The focus group participants identified concerns with inactive or truant students, student motivation and work ethic, at-risk or historically unsuccessful students, student access to technology, and difficulty building relationships with online students (Larkin (2015). Hardy (1999) stated the reasons why teachers are leaving the profession are because of low pay, poor professional status, interactions with students, and relationships with administrators. Liu and Meyer (2005) also listed student discipline as the number one factor leading to low teacher morale. This shows that the students, particularly their behavior, are factors that also dissatisfy the teachers.

## Parents

Tye and O'Brien (2002) surveyed several teachers who had left the profession to find out their reasons of leaving. Respondents the following as to why they had become dissatisfied with teaching and changed professions: accountability, increased paperwork, student attitudes, and lack of parent support, unresponsive administration, low professional status, and salary. A related issue concerns the scope of education's tasks within larger society which continued to broaden. Today, education is expected to contribute to the solution of many social problems such as drug abuse prevention, civic education, health education and others. This so-called 'educationalization of society' suggests that schools are expected to take over tasks that were once carried out by parents (Smeyers & Depaepe, 2008). Thus, some of these are experienced by teachers as improper to their assumed job description (Kelchtermans, 1999). On the contrary, a study conducted by Droogenbroeck, Spruyt & Vanroelen (2014) revealed that relationships with parents were not related to any dimension of burnout. Analysis showed that teachers encounter parents only a couple of times every year. This may explain why parents' relationship with teachers has no impact on burnout and dissatisfaction.

## III. SUMMARY

There is a great connection between job satisfaction and turnover intention of teachers based on the studies and documents by different researchers. Though teaching is universally viewed as a noble profession, it remains to be one of the careers that have a high turnover. Teachers' turnover and job satisfaction are so closely correlated to each other and that teachers' dissatisfaction has primarily led to the teachers' turnover. The major work-related factors affecting the teachers' job satisfaction that were identified are pay, reward and recognition, work itself, promotion, and supervision. Some teachers may still view the teaching profession as noble and may continue to teach even if the salary is not attractive, but most findings show that dissatisfaction with pay or salary predicts a significant variance in the turnover intentions of teachers. Most of the studies reviewed have also shown a high relationship between reward and recognition and job satisfaction indicating that if teachers' efforts are appreciated, they are expected to show a positive attitude towards their profession that in turn motivates them to remain in their profession and achieve better performance. With work itself, findings suggest that when employees are entrusted assignments according to their specialization and interest, then they start enjoying their assignments. Though work itself is enough to explore the teachers' talents to the maximum extent and it also gives them the opportunities to grow towards the full use of their abilities, added responsibility has also been indicated as a source of work-related stress burnout, and consequently job dissatisfaction among teachers. Promotion or career advancement is another major consideration to stay or switch workplace. Job satisfaction factor increases with a good system of supervision. Studies show that teachers planning to transfer perceived the poor leadership style of their principal as one of the major reasons for seeking transfers. Thus, satisfaction with the quality of supervision had a significant influence on the organizational commitment of faculty members.

This article further identified other factors relating to job satisfaction and turnover of teachers such as workload, students, and parents. Some studies revealed that the teaching overloads and the sense of leaving the teaching profession and moving to a non-teaching career are the most prominent problem the teachers faced. Teachers were overwhelmed with teaching and workloads but their income or salary is less than what they deserved; thus, the workload is one of the reasons behind teachers leaving the pro-

fession or turnover. Student's positive behavior, academic achievement, and satisfaction with school can increase teacher's job satisfaction and morale however, students can also be the teachers' stressors. Lack of parent support has also been identified as one of the reasons for teacher dissatisfaction but some studies also show that the relationships with parents were not related to any dimension of burnout, thus parents' relationship with teachers has no impact on burnout and dissatisfaction. Studies and articles reviewed have shown limited findings on the effect of these factors on job satisfaction and turnover of teachers.

#### IV. CONCLUSION

Job satisfaction has a direct relationship to the turnover intention of teachers. Teachers who are satisfied and engaged with the teaching profession are more likely to be punctual at work, teach effectively and have high probability of staying in the teaching profession. Consequently, turnover intention decreases. This literature review article has summarized the factors relating to job satisfaction and turnover intention of teachers. The dominant factors (pay, reward and recognition, work itself, promotion, and supervision) that were identified from the different studies conducted have varying degree and impact to teachers' job satisfaction and propensity or intention to leave. Other external factors (workload, students, and parents) reviewed may need to be supported through more studies and findings to establish their impact to teachers' job satisfaction and turnover intention.

Teachers are the backbone of our society; thus, their feeling, condition and overall welfare should be given prime attention. The leaders in our academic institutions and policymakers play a vital role in ensuring that strategies are in place to satisfy and engage the teachers and reduce turnover intention. In particular, administrative leaders should recognize teachers' contributions, provide development opportunities, improve their working conditions, and promote challenging responsibilities and autonomy. Different strategies to improve teachers' job satisfaction should be planned and motivational and incentive strategies should be used to strengthen and motivate teachers to bring job satisfaction.

This review suggests that school management should continue to find ways to help improve the working conditions of our teachers which is a great deciding factor for them more than the salary increase. Teachers who are more satisfied with their jobs tend to be less likely to leave their jobs. It is hoped that this literature review article could be useful in the formulation, implementation and review of existing school policies aimed at increasing the teachers' job satisfaction and reducing teacher turnover.

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