

Relationship of Job Satisfaction and Turnover Intention of Private Secondary School Teachers

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Abstract

Job satisfaction and turnover intention are matters of concern related to any organization. This study aimed to examine the relationship of job satisfaction and turnover intention of private school teachers. This study was descriptive in nature. All the teachers (13764) working in private secondary schools in the district Rawalpindi and Islamabad were the target population of the study. 860 teachers were randomly sampled. Standardized Questionnaires i.e. Job Descriptive Index (JDI) and Turnover Intention Questionnaire (TIQ) were used as instruments of this study. Independent sample t-test and Linear regression analysis was used for the analysis of data. Findings of the study suggested that pay and continuance commitment was dominantly affecting the turnover intention of the school teachers. The study concluded that there was a strong relationship between job satisfaction and its indicator (pay) with turnover intention among private secondary school teachers. However, it was found that promotion, work itself and supervision showed moderate relationship with turnover intention among the teachers. It was recommended that private schools should make comprehensive policy, program of teacher deployment, their continuous professional development through an academy of education with international linkages, incentive-based schemes, involvement of community and building up public private partnership.

Keywords: Job satisfaction, Turnover intention, private secondary school teachers

1. Introduction

Educational organizations are the most important social institutions in a society. They carry an effective and directive position in a social setup. They are interdependent and grow effectively. Effectiveness lies in their perfect coordination in the direction of social expectations. The adequate organizational formation is inevitable for their effective delivery. Consistent policies must be based on scientific and technological developments. Besides, the skillful professionals with healthy working conditions do add to the efficiency of these organizations. They aim directly at fulfilling the social needs. The most important input of any organization is undoubtedly the human being. He is to be nurtured for the great cause. Formation of an accomplished personality forms the criterion of an educational organization in this endeavor (Allen et al., 2003). A lot of discussion had been undertaken by the researchers all around the world on the issue of job satisfaction. The dawn of industrialization added to the enthusiasm for research on this topic. With the passage of time, the studies on this issue were broadened to all kinds of organization. The field of education had then taken the form of an organization which started attracting the researchers to undertake the study focusing job satisfaction of the employees therein. The objective had been to make the job more dynamic and efficient. Regarding this, the teachers especially of secondary schools, were vitally studied. Secondary education has got a great value which demands to facilitate the teachers with all possibilities in order to keep them satisfied with the status of their job (Ali, 2011). Job satisfaction has now been a well studied topic regarding science and behavior. It attracted many scholars in the field. There had been a lot of fruitful discussions on this during last half century producing a well number of articles published internationally (Zembylas & Papanastasiou, 2006). These studies had been conducted in the developed countries such as United States of America, United Kingdom, Canada, Australia and New Zealand. However, some researchers in Pakistan also undertook such studies producing much literature in this area. It would take a long for developing countries to follow the developed ones closely regarding researches on job satisfaction of teachers. The improvement of performance in schools totally depends on teachers' job satisfaction. Their motivational services are only possible when they are satisfied with their employees leading to efficient and effective outcome (Mbu, 2003). This involved that school teachers' motivation

would enhance the students' learning positively. On the other hand, the unsatisfied teachers could never produce good results and affect the students' performance relatively. Thus, it has significantly become necessary for the employees in the field of education particularly consider teachers' job satisfaction and motivation for uplift of their organizations. The intention to leave any organization and with complete willingness is called turnover intention (Tett & Meyer, 1993). In other words, turnover intention exactly means actually quitting from some job (Ongori, 2007). Turnover intention was an emotional variable of the trend to leave any organization (Janseen, 1999). It had been pointed out in many researchers that one of the major intentions of turnover are turnover intentions (Abdulkadir, & Orkun, 2009; Lee & Mowday, 1987; Michaels & Spector, 1982; Mobley 1982). These were various predictors like demographic factors, employees' attitudes and human resources practices. These were examined by the turnover intention. The demographic factors included age, gender, marital status, academic qualification and experience (Chen & Francesco, 2000; Thatcher et al., 2002). Turnover intention had got negative relationship with gender, age and tenure which went on consistently (Farkas, 2000). It was reported after a survey on teachers' motivation and job satisfaction in deferent Asia and Sub-Saharan African countries that there was influence of teachers' job satisfaction on their performance related by absenteeism, lateness and lack of commitment to their organization (Bennell & Akyeampong, 2007). It is significantly noted that teachers' job satisfaction influenced students of all schools at every level. Besides, this was equally important for teachers as civil servants, educational managers and employees. This also predicted teachers' retention and a contributor school effectiveness (Shann, 2001). Yet another study highlighted that there were many factors associated with the higher rates of turnover. Among them, there were inadequate support from school administration, student discipline problems, limited faculty input into school decision making and low salaries (Ingersoll, 2001). Therefore, a few studies had been undertaken on the role of different job dimensions on organizational commitment especially in the Pakistani private sector education. Therefore, it was aimed in this study to determine the relationship of job satisfaction and turnover intention. The focus was on the teachers of rural and urban areas of Islamabad and Rawalpindi.

2. Review of Related Literature

2.1 Job satisfaction

Job satisfaction is the ultimate feeling of the people after the performance of the task. It refers to the extent that the work meets the basic needs of people, and is consistent with their expectations and values, and will be working satisfactorily. Job satisfaction level appears to be related to various aspects of working practices, such as accidents, absenteeism, turnover and productivity. Most studies have shown that low staff absents were more satisfied with their work. They are more likely to let their employees work more satisfied. The job satisfaction is said to be the strongest indicator of intention (Martin, 2007) of turnover. There is a close relationship between employee satisfaction and turnover relationship. If I drop employee morale and job insecurity there, he is likely to leave the organization (Loveday, 1996).

2.2 Indicators of job Satisfaction

A comprehensive evaluation of literature that identifies the indicators of job satisfaction include: salary, work itself, and coworkers (Robbins, 2005). Similarly, you have enough tools, and capital, and educational opportunities, and the burden of reasonable work on a significant impact on job satisfaction factor (Ellickson & Logsdon, 2001). Other scientists to identify the source of job satisfaction in the position of the work, and relationships with the staff, and monitoring, and the company's strategy and support, salary and promotion and advancement (Shah & Jalees, 2004). Work, pay, promotion and supervision are a few of the major determinants of job satisfaction (Luthans, 2005).

2.3 Pay

Job satisfaction has a very close link with the salary. It rather is directly proportional to the latter. The quality of education can be improved if the teaching performance is given certain incentives by the academia for education excellence (Marginson, 2003). Work reward is in different forms like pay or bonuses for the workers (Dessler, 2005). It was the reinforcement theory which became the basis for the classic performance. This theory aimed at affiliating the performance with pay premising on the methods of organizational behavior adjustment. This is the structural phenomenon within which worker behavior are measured according to the outcomes of their performance. The value of reinforcement helped in developing interference (Perry et al., 2006). Compensation has its effects on job satisfaction in each of the workers in the private and public sector systems (Getahun et al., 2007).

2.4 Promotion

With regard to the opportunities for improvement, someone needs to progress, responsibility, participation, and associated with all the hard work, safety, holidays and currency to wage system preference (Herzberg, 1974). People tell the first three wishes, known as the motivating desires, for the benefit of system performance more than individuals pay and a reduction in these needs updated policies and practice to provide opportunities for personal development, more jobs and increased social status. When a person receives the correct update, which is often a real assessment, it gets kind of recognition and thus job satisfaction. It also amplifies the perception of workers to the excellence of their work and improves both job satisfaction and organizational commitment (Luthans, 2005). Workers who have a valuable opportunity to show the evolution of a high degree of participation in the labor desires to seek such compensation. Of course, if workers do not see the development opportunities realized, they will miss this result. Despite condemnation for various reasons, and the hierarchical nature of isolationism and civil service systems of the countries provide transparent internal progress and expected (Manzoor et al., 2011).

2.5 Work itself

The regulatory environment is a decisive impact on both production and workers happy. Its effect is so strong that it can overcome the effect of driving the front line properties (Beach, 1998). Scientists mention that job satisfaction of workers is more dependent on environmental factors, rather than the characteristics that therefore require better working atmosphere mode (Tella et al., 2007). Research shows that cases of poor working negatively affect job satisfaction (Tsigilis et al., 2006). According to Rahman et al., (2009), job satisfaction is determined by how often meet or exceed expectations well. Such policies and practices convince indirect motivation and satisfaction. If strictly enforce health and safety programs that can staff and supervisors give a great sense of protection against industrial accidents and health hazards (Werther & Davis, 1999). Therefore, the measurement of the work environment is one of the most important job satisfaction factors. It is also in a broader meaning and implication as it is made from both visible and invisible variables (Bodla & Naeem, 2008; Manzoor et al., 2011).

2.6 Supervision

Results affiliation between organizational factors and job satisfaction, the greater the perception in directing people in style more control is job satisfaction (Saiyadain, 1996). From the organizational point of view monitoring is a key factor in both performance and behavior management systems. Monitoring is an important element in the payment and rewarding systems, and conduct effective supervision is a key element in this type of performance systems and a secure job satisfaction for employees (Koh & Neo, 2000). Job satisfaction factor relates to a personal supervisor. Were also found on the public sector (employees) employees to be less likely to consider their superiors as Cooperative (Marginson, 2003). Research shows that the position of senior staff plays an important role in promoting trust and paper, and thus perhaps productivity, for example, will bring a stronger effect on self-esteem through the reactions of supervisors of ideas that suggest staff (Malik et al., 2010). The researches employed that schools with high levels of poverty face a much harder time retaining teachers. Salary is an important factor in these environments. Teachers in schools serving higher concentrations of low-income students earn on average less than one-third of high-income schools. Said these same teachers have fewer resources, experience poorer conditions of work, and the experience of stress at work with students and families with a wide range of needs (Darling-Hammond, 2003).

2.7 Turnover Intention

The intent of this rotation is one of the behavioral intentions to quit. Intention to leave refers to the probability is seen covered or leave the organization of individuals (Bigliardi, Petroni & Dormio, 2005). Employees with high withdrawal of the organization's intentions, which would set up a self-organization in the near future, mean they have high turnover intention (Mowday, et al., 1982). Intentions of departing from the occupation are much harder to leave the decision to work (Ballou, 2000). Intention to leave also reflects the likelihood that the person his/her job change within a certain period of time and immediately precursor actual turnover (Park, 2009).

Ajzen (1991) researchers such as Igarbaria (1999) and global warming in the Firth, Mellor, Moore and Loquet (2004) found that intentions were direct determinants of actual behavior. The study found that the behavior of the application is likely he / she will leave the organization (Gregory, 2007). Study of nurses in public hospitals in Korea

announced intention cognitive bills are the final step in the decision-making nurse pulling mind and find other employment actively process (Tett & Meyer, 1993). It has been seen that employees have intentions or ideas arranging holidays factor just left the organization (and stop thinking about), and the statements of the employee that he/she really want to leave the organization (intention to leave) (Park & Kim, 2009). However behavioral intention of leaving proved to be a strong predictor of turnover in all sectors, and in theory, it is believed to be an important precedent rotation (Gregory et al., 2007).

The intent of the rotation is the last step before the actual turnover occurs. The reason for dissatisfaction with some aspects of the rotation of the individual operating environment (including work, coworkers or organization) or organization with some aspects of the person, such as poor performance or attendance. Therefore, an employee with a high intention to leave the organization can stop his/her occupation (Bigliardi, Petroni & Dormio, 2005). Carmeli (2005) says that previous researchers also acknowledged that the intention of withdrawal has been identified as a strong predictor of actual turnover of staff (Mobley, 1998). Decision to withdraw can also result in the actual rotation set according Mobley et al. 1998; Griffeth et al., 2000. Therefore, the actual importance of organizational turnover affected (Mobley, 1998; Price, 2001).

3. Objective of the Study

1. To determine the relationship among the job satisfaction and turnover intention of private school teachers.
2. To examine the relationship between the indicators of job satisfaction and turnover intention of private school teachers.
3. To find out the demographic factors (gender, school location and school category) in terms of job satisfaction of private school teachers.

4. Research Hypotheses

- H01: There is no significant relationship between job satisfaction and turnover intention of private secondary school teachers.
- H02: There is no significant relationship among the indicators of job satisfaction and turnover intention of private secondary school teachers.
- H03: There is no significant difference in the mean scores of job satisfaction and turnover intention according to demographic attributes.

5. Methods and Procedures of the Study

5.1 Design

The study adopted a descriptive survey research design. This is so because this method enabled the researchers to carefully analyze the sampled population with a view to inferring the reasons for the significant relationship in the dimension of organizational commitment on turnover intentions among private schools' teachers in the District Rawalpindi.

5.2 Population

All the teachers working in private secondary schools were the population of the study. There were 13764 teachers working in Islamabad and Rawalpindi.

5.3 Sample and Sampling Technique

Eight hundred and sixty (860) private secondary school teachers in Islamabad and Rawalpindi selected as a sample of the study. The participants were selected by simple random sampling technique from the 160 private Schools in Islamabad and Rawalpindi.

6. Instrumentation

6.1 Job Descriptive Index

The job descriptive index questionnaire was developed by (Smith, Kendall and Hulin, 1969). There were five job satisfaction indicators in the Job Descriptive Index (JDI) i.e. supervision, promotion, pay, work itself and co-workers. But the researcher selected four indicators i.e. pay, promotion, work itself and supervision. There were thirty two (32) statements which were derived from JDI. Each indicator had eight (8) statements.

6.2 Turnover Intention Questionnaire (TIQ)

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

7. Results

7.1 H₀₁: Job Satisfaction on Turnover Intention

First null hypothesis stated that there was no significant relationship between job satisfaction and turnover intention among private secondary school teachers. For checking this hypothesis, linear regression was used.

Table 1. Job Satisfaction on Turnover Intention

Components of the model	R	R ²	P	Non Standardized	Standardized	t	p
				Coefficients	Coefficient		
				B	β		
Constant				1.964		4.156	.000
Job satisfaction	0.86	0.75	0.00	0.225	0.869	51.392	.000

Dependent variable: Turnover Intention

Table 1 showed that the regression ($p = 0.00$) was statistically significant, and co-efficient of Pearson ($R = 0.86$) reflected strong relationship of variables. Similarly, co-efficient of regression ($R^2 = 0.75$) analysis showed that in linear regression model the relationship concluded between dependent and independent variables was stronger than medium. Consequently, 75% independent variable (job satisfaction) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.869$; $p = 0.00$) analysis concentrated on dependent and independent variable regarding job satisfaction. Eventually this linear regression analysis ($t = 51.392$; $p = 0.00$) concluded that the job satisfaction created space for higher turnover intention.

7.2 H₀₂: Job Satisfaction: Pay and Turnover Intention

Second null hypothesis stated that there was no statistical relationship between job satisfaction in terms of pay and turnover intention. For checking this hypothesis linear regression analysis was used.

Table 2. Job satisfaction: Pay and Turnover Intention

Components of the model	R	R ²	P	Non Standardized	Standardized	t	p
				Co-efficient	Co-efficient		
				B	B		
Constant				6.364		20.977	.000
Pay	.914	.836	0.00	.797	.914	66.016	.000

Dependent variable: Turnover Intention

Table 2 presented that the regression ($p = 0.00$) was statistically significant, and co-efficient of Pearson ($R = 0.91$)

reflected strong relationship of variables. Similarly, co-efficient of regression ($R^2= 0.83$) analysis showed that in linear regression model the relationship concluded between dependent and independent variables was stronger than medium. Consequently, 83% independent variable (pay) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.91$; $p = 0.00$) analysis concentrated on dependent and independent variable regarding pay. Eventually this linear regression analysis ($t = 66.01$; $p = 0.00$) concluded that the pay created space for higher turnover intention.

7.3 H_03 : Job Satisfaction: Promotion and Turnover Intention

Third null hypothesis stated that there was no statistical relationship between job satisfaction in terms of promotion and turnover intention. For checking this hypothesis linear regression analysis was used.

Table 3. Job satisfaction: Promotion and Turnover Intention

Components of the model	R	R ²	P	Non Standardized	Standardized	t	p
				Co-efficient	Co-efficient		
				B	B		
Constant	.685	.470	0.00	13.333		28.296	.000
Promotion				.504	.685	27.570	.000

Dependent variable: Turnover Intention

Table 3 indicated that the regression ($p = 0.00$) was statistically significant, and co-efficient of Pearson ($R = 0.68$) reflected moderate relationship of variables. Similarly, co-efficient of regression ($R^2= 0.47$) analysis showed that in linear regression model the relationship concluded between dependent and independent variables was stronger than medium. Consequently, 47% independent variable (promotion) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.68$; $p = 0.00$) analysis concentrated on dependent and independent variable regarding promotion. Eventually this linear regression analysis ($t = 27.57$; $p = 0.00$) concluded that the promotion created space for moderate turnover intention.

7.4 H_04 : Job Satisfaction: Work Itself and Turnover Intention

Fourth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of working environment and turnover intention. For checking this hypothesis linear regression analysis was used.

Table 4. Job satisfaction: Work itself and Turnover Intention

Components of the model	R	R ²	P	Non-Standardized	Standardized	t	p
				Co-efficient	Co-efficient		
				B	B		
Constant	.671	.450	0.00	6.661		9.051	.000
Work itself				.681	.671	26.489	.000

Dependent variable: Turnover Intention

Table 4 showed that the regression ($p = 0.00$) was statistically significant, and co-efficient of Pearson ($R = 0.67$) reflected moderate relationship of variables. Similarly, co-efficient of regression ($R^2= 0.45$) analysis showed that in linear regression model the relationship concluded between dependent and independent variables was stronger than medium. Consequently, 45% independent variable (working environment) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.67$; $p = 0.00$) analysis concentrated on dependent and independent variable regarding working environment. Eventually this linear regression analysis ($t = 26.48$; $p = 0.00$) concluded that the working environment created space for moderate turnover intention.

7.5 H_05 : Job Satisfaction: Supervision and Turnover Intention

Fifth null hypothesis stated that there was no statistical relationship between job satisfaction in terms of supervision and Turnover Intention. For checking this hypothesis linear regression analysis was used.

Table 5. Job Satisfaction: Supervision and Turnover Intention

Components of the model	R	R ²	P	Non- Standardized	Standardized	t	p
				Co-efficient	Co-efficient		
				B	B		
Constant	.645	.416	0.00	9.193		13.379	.000
Supervision				.577	.645	24.713	.000

Dependent variable: Turnover Intention

According to the table 5, the regression ($p = 0.00$) was statistically significant, and co-efficient of Pearson ($R = 0.64$) reflected moderate relationship of variables. Similarly, co-efficient of regression ($R^2 = 0.41$) analysis showed that in linear regression model the relationship concluded between dependent and independent variables was stronger than medium. Consequently, 41% independent variable (supervision) prophesied the dependent variable (turnover intention). Linear regression ($\beta = 0.64$; $p = 0.00$) analysis concentrated on dependent and independent variable regarding supervision. Eventually this linear regression analysis ($t = 24.71$; $p = 0.00$) concluded that the supervision created space for moderate turnover intention.

Table 6. Demographic variables: Job Satisfaction

Variables	t value	Sig value
Gender	-.052	0.958
School Location	-2.814	0.005
School category	-.198	0.843

The results of independent sample t-tests indicated that there was a significant difference in the mean scores of job satisfaction with respect to school location while no significant difference was found in the mean scores of job satisfaction with respect to gender and school category.

8. Conclusions

The linear regression analyses showed that there was a strong relationship between job satisfaction and turnover intention among teachers. Moreover, it was found that promotion, work itself and supervision scores showed moderate relationship with turnover intention among the teachers. However, pay showed very strong relationship with turnover intention among the private secondary school teachers. The analyses of independent sample t-tests suggested that there was no significant difference in the mean scores of chained and non-chained schools, and male and female teachers in terms of their job satisfaction. But, significant difference in terms of location of schools was observed in the mean scores of urban and rural teachers in terms of their job satisfaction.

9. Discussion

The purpose of this study was to investigate the relationship of job satisfaction and turnover intention of private secondary school teachers. This study indicated that there was a significant relationship of job satisfaction and turnover intention of private secondary school teachers. The result was consistent with Muchinsky (1993). This result showed it was also supported by Meta Schroeder analysis that there was a negative correlation found between job satisfaction and turnover intention of employees. In other words, less job satisfaction drives people to think about quitting your job. Found a similar result also from Sita's study and others. The low level of satisfaction with the person about their work, and this person is likely to look for other jobs. Sharpnack and Funsten (1999) also conducted research on a comparison between job satisfaction and work attitudes of managers and professionals in the public and private sectors in Ontario with the results of job satisfaction and turnover intention negative (-.40) relevant. In addition, Wong (1995) found in their investigation of 40 schools with 600 teachers from secondary schools in Hong Kong teachers with low job satisfaction and a strong intention to turnover. In addition, a number of researchers have found a negative relationship between job satisfaction and turnover intentions (Porter, 1974). However, the detainees longer officials, members of their jobs, and increase the functionality level, and the high level of job satisfaction, and high commitment to the corporate level, and the low level of the intentions of the rotation, and vice versa (Mobley, 1998; Williams and Hazer, 1986; Shaw, 1999; Griffeth et al., 2000;

Lam et al., 2001; Sousapoza and Henneberger 2003; Silverthorne, 2004; Yang, 2010; Aghdasi et al., 2011 ; Alniacik et., 2011; Kim Brymer, 2011; Yucel and Bektas, 2012). Another purpose of this study was to investigate the relationship of the factors (pay, promotion, work itself and supervision) and turnover intention of private secondary school teachers. This study yielded that all the factors had statistically significant related to turnover intention. This result was consistent with various research studies. Muchinsky (1993) showed that with public service employees, the staff is more satisfied with the salary they were more likely to quit jobs. According to Valias & Young (2000), and the investigation by the Alberta Association of Rehabilitation Facilities (1998) that the likely cause of intentions includes bills reduced from 27% of the total wages for reasons bills. The results of this study contradict previous studies for being consistent and related negatively to the rotation, and have a modest impact on turnover (Griffeth, 2000; Price, 2001). However, this finding does not support the theory of Maslow's hierarchy of needs from basic physiological needs such as payment must be met first before moving on to other needs. Teachers in private schools are more concerned about other factors of job satisfaction with higher yields increasingly, rather than being marginalized. Perry (2006) said that he thought that the wage is the most important component of job satisfaction. He said that staff was more interested in the work environment that we enjoy. Another study indicated that if the staff is satisfied with promotional opportunities may be considering leaving the organization less. This study supports Milkovich and Boudreau (1997) that the decision to terminate the employees affected by the activity or the establishment of human resources and opportunities for promotion. Another study also supports the prediction that satisfaction with the work itself negatively associated with the intention of qualified personnel in rotation. Moreover, as this study support the hypothesis that satisfaction with supervision adversely affects the turnover intention. This conclusion is supported by the way the organization to reduce turnover says Dorio (1989) that a good arrangement can help reduce turnover intention of employees and thus reduce the overall rate of turnover. Yamamura and Stedham (1998) argument in their research in the Comprehensive Peace Agreement (accountant) that there is a very large and negative relationship between supervision and turnover intention. The investigation revealed that the higher the satisfaction with supervision, and it was less staff turnover intention. The study also aimed to investigate the gender differences of the teachers with respect to their job satisfaction. The results of this study showed that there was no significance difference in the mean scores between male and female with respect to job satisfaction. As a result of this study contrasts with studies as Brogan (2003), which reported a big difference between job satisfaction for managers, male and female, male managers have higher satisfaction levels than did women. And it was consistent with Fitzpatrick, and White (1983), who found more comfortable with women than males. But Ghazi (2004), who explored the job satisfaction of elementary school principals in Toba Tek Singh district, Punjab, and found a record difference of females as higher than males. The females were significantly more satisfied than their male counterparts. Another objective of this study was to investigate the location differences between urban and rural private secondary school teachers in terms of job satisfaction. The results of this study showed that rural teachers were more satisfied with their jobs than the urban teachers. Some previous research contradicts the study of Ghazi (2004), who found that urban school principals were more satisfied than rural school principals in Toba Tek Singh district of Punjab. And it is also contrary to the pineal and Akyeampong (2007) who suggests that teachers working in rural areas were less satisfied with their jobs than teachers in urban areas. It could be due to the fact that there are fewer facilities in the rural areas of the country, while the workers in urban areas have better facilities, higher education institutions, health services and the best means of transport. Mahmood (2004) found no statistically significant differences between the job satisfaction of teachers in schools in urban and rural areas in Sargodha Pakistan, while Jaieoba (2008) found significant differences between job satisfaction of rural and urban teachers.

10. Recommendation

The results of the study indicated the strong relationship between job satisfaction and turnover intention. Moreover, pay has strong relationship with turnover intention of private secondary school teachers. This indicated that the teachers may leave due to less pay package. Therefore, it is recommended that the institution in this regard may have a clear cut legislation related to pay packages and promotion policy of teachers according to their academic qualification and teaching experience. Moreover, special incentives may be given to the teachers who performed well. The result of the study showed that there was a moderate relationship between work itself and supervision with turnover intention. Therefore, it is recommended that the administrators may assist to cope with the problems their teachers face during their work in the institution. The training programs like directorate of Staff Development initiated by the Government of the Punjab for Government schools may also be started in the private institutions for capacity building of the teachers. The results of the study demonstrated that the rural teachers showed better organizational commitment and job satisfaction towards their school as compared to the urban teachers. This may be because urban teachers have more options of jobs.

So they leave the organization as soon as they get a better opportunity. That is why, it is recommended that this may be reduced by employing a homogenous system regarding to pay and all other facilities in all the educational institutions so that the heterogeneity that is causing less organizational commitment and job satisfaction may be diminished.

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