Organizational Commitment, Job Satisfaction and Employees' Turnover Intentions in Higher Educational Institutions in Adamawa State

Sanusi Bello[1],   Stephen Pembi[2],   Ldama John[3]

[1, 2, 3] Department of Business Administration, Faculty of Social and Management Sciences,
Adamawa State University, P.M. B. 25, Mubi-Nigeria
Email - [1] drsanusibello@gmail.com   [2] stephenpembi@gmail.com   [3] ldamajohn@gmail.com

Abstract: Organizational commitment, job satisfaction and employees' turnover intentions are the most important issues in organization oriented studies. Both attitudes are jointly interrelated and interdependent which influence each other, however; the roles of organizational commitment and job satisfaction in defining turnover intentions are generally researched topic. The objective of this study was to investigate the relationship between organizational commitment, job satisfaction on one hand and turnover intention on the other hand with specific reference to Adamawa State University and Federal Polytechnic, Mubi. The quantitative survey design was adopted for this study. The study population consists of both male and female, academic staff and administrative staff of the institutions. The population consists of 1799 staff comprising of 293 academic staff and 224 administrative staff of Adamawa State University, Mubi and 743 academic staff and 539 administrative staff of Federal Polytechnic, Mubi. Both primary and secondary sources of data collection techniques were employed in sourcing data for the study. The Data collected was analysed and interpreted accordingly with the aid of descriptive statistical techniques. Pearson correlation coefficient was used to test the correlations among the variables at p<0.01 and multiple regression analysis was employed to test the significant effect of the variables on each other with the help of SPSS 19.0. The result of the study signifies that Turnover intention was influence by normative commitment, affective commitment, continuance commitment, intrinsic job satisfaction and extrinsic job satisfaction. Also, organizational commitment and job satisfaction accounted for 27.3% of the variance in turnover intentions. This means that organizational commitment and job satisfaction was positive but low predictor of turnover intentions. The results shows that normative commitment (β=0.271, p<0.05), affective commitment (β=0.255, p<0.05), continuance commitment (β=0.236, p<0.05), contributed the individual variation in turnover intentions and extrinsic job satisfaction (β= -0.323, p<0.05) contributed negative variation in turnover intentions. On the other hand, intrinsic job satisfaction (β=0.103, p>0.05) contributed minimal variation in turnover intentions. Finally, based on the findings, it was recommended that the Higher Educational Institutions should create an environment that should build up confidence in employees to share their problems with them and the superior one in turn should give attention to their criticism.

Key Words: Adamawa, Commitment, Job, Satisfaction, Turnover.

1. INTRODUCTION:

Education has an outstanding disposition in the boosting of the socio-economic standards of the society. Hence, Education is the most important aspect of a nation or any institutional organization and it plays a crucial role in terms of development of any country (Khalid, Irshad & Mahmood, 2012). Similarly, the employees' job satisfaction and commitment are very important for the accomplishment of the aims and goals of an institution. According to Mabasa, Mabasa & Netshidzivhani, (2016) employees are among the most important determinants and leading factors that determine the success of an organization and its competitive advantage in a long-run. They further state that, employees have become valuable assets for the continued existence of the organization. For that reason, employees' job satisfaction can be an important indicator of how employees experience their jobs and a determinant of work behaviours. On the other hand, employee's low level of satisfaction might lead to less commitment and high intention to turnover from the organization, as well as retreating from the organization psychologically or mentally. As a result, low satisfaction may perhaps not only increase intention to turnover but in addition reduce the input of the worker to the organization (Lok & Crawford, 2003). This might pilot to less employees' commitment.

Organizational commitment, job satisfaction and turnover have produces various interest among researchers some decades ago. The recognition of the concept has curtailed from its relationship with numerous significant employee behaviours. For example, the literature has shown that organisational commitment and job satisfaction may have positive impact on job performance (Mathieu & Zajac, 1990; Meyer & Allen, 1997; Lambert & Hogan, 2009)

and negative relationships with turnover, intent to leave and tardiness (Meyer & Herscovitch, 2001). Regarding rationale, the predicting employee satisfaction, commitment and turnover is important because employees have become the only source of sustainable competitive advantage to organisations. Consequently, if an organization anticipate being successful, employee commitment and satisfaction becomes significant.

However, the greater part of literature investigate that the central quality of contemporary organizations is the fast and continuous rate at which the revolutionize take place. In addition, according to Irfanullah, et al, (2013) some other challenges that the organizations face comprise of variety in workforce, new organizational arrangements, rivalry at the globe level and last but not the least, the rapid changes in the tools and techniques. They further stated that while different organizations have their own priorities that they dedicate to the human resource elements to accomplish high production rate and benefits, still the organizations recognize the significance of dedicated, contented and committed workforce. The public sector institutions play a very important role in the development and growth of an economy of any state by undertaking public service responsibilities. The capable performance of government machinery is extremely vital for the preservation of social and economic order and the development of a state as well. This study aims to evaluate the learning of organizational commitment, job satisfaction and intention to leave regarding the employees of public sector Institutions.

Job satisfaction is a crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries. One of the purposes for this degree of interest is that satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Robbins & Coulter, 2005). If workers are treated unfairly, they will have a negative approach towards their operational environment and will negatively influence the organization's efficiency (Saif, Nawaz, & Jan 2012). Intention to leave is defined as one's behavioural approach to withdraw from the present organization whereas withdrawal is measured to be the real separation from the organization. Job satisfaction effects the agreement on continuing in or leaving the organization. If workers are dissatisfied with their jobs, they are more vulnerable to leave the organization (Mangi, Soomro, Ghumro, Abidi, & Jalbani, 2011).

Therefore, while several researches has been conducted on the relationship and effect of organizational commitment, job satisfaction and employees turnover intention (Salleh, Nair, & Harun, 2012; Yücel, 2012; Kamakshi, & Kalyana, 2016; Wang, Tsai, Lei, Chio, & Lai, 2016); No empirical research has been undertaken to explore the impact of organizational commitment and job satisfaction on employees' turnover intention in Higher Educational Institutions of Adamawa State. Also, Among the studies conducted on higher educational institutions, for instance, Choong, Wong, and Lau, (2012); Khalid, Ria-ur, Naveed, Abdul, Allah, and Shafiq-ur, (2013); Irfanullah, Nawaz, Farhat, and Naseem, (2014); and Saqib, Irfan, Shadi, and Naseem, (2014), all failed to take administrative staff into cognizance. Therefore, a gap exists in the research in this region of strategic significant, thus, this study is an effort to tackle the gap.   As a result, the objective of this study is to investigate the relationship between organizational commitment, job satisfaction and employees' turnover intentions in Higher Educational Institutions (HEIs) in Adamawa State, covering two HEIs in the State, which is Adamawa State University and Federal Polytechnic, Mubi.

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK:
2.1 Organizational Commitment
Organizational commitment is one of the most investigated areas of study. Colakoglu, Culha and Atay (2010) state that increasing interests of various disciplines, such as sociology, psychology and behavioural sciences on organizational commitment, and examining organizational commitment by researchers in the field, both cause one's own perspective to take different definitions into account. However, the view of commitment is that it can influence individual actions independent of other factors. Cetin (2006) outlines that organizational commitment means one's devotion to his/her occupation, it requires the purpose of the occupation, belief in the values of the occupation and acceptance of them; and showing an effort to survive in his/her occupation and membership. Herrbach (2006) found that organizational commitment can lead to persistence in a course of action even in the face of conflicting motives or attitudes, and may even lead individuals to behave in ways that, from the perspective of neutral observers, might seem contrary to their own self-interest.

Organizational commitment entails the intention of the employees to make longer to work in an institution or not agreed to work. The psychological condition that forms employee's behaviors in the institution can also be defined as the organizational commitment (Muhammad, Irfanullah, Ghulam, Farhatullah & Naseem, 2014). For instance, principally it is very important for the institutions to have competent employees and there must be certain rules and regulations sufficient enough to sustain their social and academic life for the enhancement of their commitment level with the corresponding institution. Therefore, the commitment level of the experienced employees can be considered

to be decisive for an institution to get competitive benefit and to enhance their performances (Salami, 2008). The 'organizational commitment' amounts to the common normative forces that are consign on the workers to achieve their institutional tasks, the maximum concentration towards the institution and the psychological condition that compels the worker to stay in the institution for a longer period. To enhance the employee's degree of organizational commitment and its manifestation, the administrator should be reasonable in their actions and decisions towards their academic workforce (Turgut, Tokmak & Gucel, 2012).

The organizational commitment as proposed by Allen & Meyer (1990) to be a three-dimensional (3-D) construction which comprised of the affective, continuance and normative. Despite the fact that, many researchers have examined other forms of commitments but in the present study the researcher will make use of the three-dimensional organizational commitment of Allen and Mayer. Therefore, in this research, the researcher will use the organizational commitment concept of Meyer & Allen (1991), which consists of; Affective commitment is defined as the worker's emotional affection to the organization. As a result, the worker strongly identifies the aims of the organization and wishes to stay as a member of the organization. Continuance commitment is a consequence of the perception of benefit, related with continuing in and the perception of cost related with leaving from an organization. Normative commitment is cumulatively internalized normative force to act consistently with the organizational aims and welfare (Malik, Nawab, Naeem, & Danish, 2010).

2.2 Job Satisfaction and its Antecedents
Job satisfaction is a multidimensional in nature, enduring, significant and exceedingly researched conception in the field of organizational behaviour (Mabasa, Mabasa, & Netshidzivhani, 2016). The initiative of job satisfaction is a result of human relations group which began with the classic Hawthorne studies in the late 1920s by Elton Mayo and his colleagues. Job satisfaction is one of the generally considered concepts in industrialized area and organizational psychology and in the sociology of work and occupations (Mulinge, 2000). As a result, job satisfaction is one of the factors that play fundamental position in the organization. At the same time as such, Akfopure Ikhifa, Imide and Okokoyo, (2006) claim that job satisfaction has been an important topic over the years. This is because, it has the prospective to affect an extensive range of behaviour in organizations and contribute to employees' levels of well-being.

Job satisfaction or dissatisfaction depends upon a large amount of issues sorting from the provision of food for the workforce to have their lunch to the sense of self fulfilment they may obtain from doing their jobs. Generally, job satisfaction involves a description of those factors that a worker perceives to either promote an encouraging approach about work or an unenthusiastic approach about work (Ghazi, Shahzad, Shahzada & Gillani, 2011). A worker with an elevated degree of job satisfaction holds optimistic approach about his or her job whereas a dissatisfied holds pessimistic emotions. The factors influencing job satisfaction as identified by Khalid et al, (2012) includes: work environment, compensation, job itself, supervision, relationships with co-workers and the organization as a whole.

2.3 Turnover Intention
Job dissatisfaction can discourage the workers and it results to leave the respective organization and search for some other better job's opportunities (Saif et al, 2012). Owing to lack of job satisfaction sometime employees may possibly switch over from one institution to the other (Ghafoor, 2012). The conception of employee turnover intention denotes that the employees leave their jobs due to work-related dissatisfactions promising from unsatisfactory pay, unattractive work and issues of promotion, interpersonal relations, working conditions and bad supervisory approach (Khan et al, 2011). Intention to leave is defined as one's behavioural attitude to leave the organization while withdrawals are considered to be the actual separation from the organization (Irfanullah, et al, 2013). The job satisfaction has an effect on determining continuing in or leaving the organization. If workers are dissatisfied with their work, they may possibly leave the organization (Aydogdu & Asikgil, 2011).

According to Muhammad, et al, (2014) the intention to leave designates a violation of relationship between the employee and the institution. The separation acquires a significant number of costs to the employees as well as institution. The challenge of switchover includes; costs required for re-selection, the opportunity costs, retraining costs and may reject the self-esteem level of the remaining employees. The challenges can become even greater when the institution loses valuable workforce in terms of their commitment. Resultantly, a profound examination of turnover intention in relation with commitment, job satisfaction and personal attributes is direly needed (Chang, 1999).

For both parties (employees, institutions and communities at large) the socio-economic implication of the switchovers can be negative or positive. Infrequently the individuals may come to a decision to move from one institution to the other for their career prospects (Haq, Khattak, Shah, & Rehman, 2011). The job satisfaction is a

concern that would induce the workers to work in the long duration. In spite of job satisfaction, the organization would face with the challenges of recruitment caused by the switchovers. As a result, the organization should bestow attention to employees' job satisfaction as well. According to Saqib, Irfan, Shadi & Naseem, (2014) individuals who are not satisfied in their job become less committed or leave the job in general.

2.4 Conceptual Framework and Hypotheses Formulation

From the review of related literature, the conceptual framework is presented below. The framework is demonstrated on the relationship among organisational commitment, job satisfaction and employees turnover intentions. As disputed in the earlier discussions, the dimension of organizational commitment include: affective, continuance and normative, while the job satisfactions are grouped into intrinsic and extrinsic satisfaction. In this study job satisfaction and organizational commitment serve as independent variables, while employees' turnover intentions serve as dependent variable of the study.
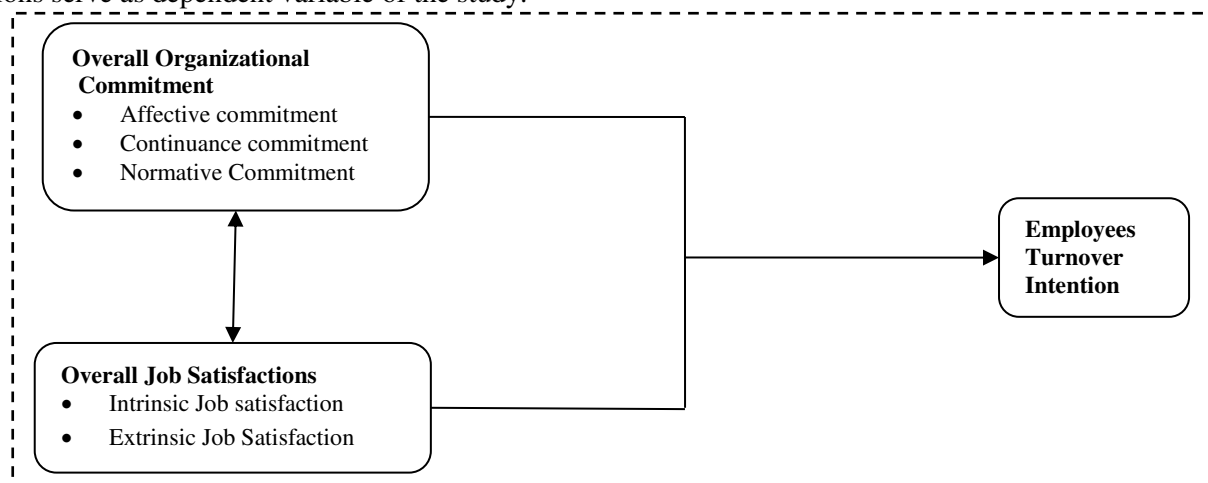
Notes: *Schematic Diagram of Conceptual Model of the Relationship among Organizational Commitment,   Job Satisfaction and Turnover Intentions (Researchers' Design).*

A comprehensive review of related literature on the study has enabled the formulation of the following hypotheses to be tested in this study:

H_{o1}:   organizational commitment and Job satisfaction will be significantly and negatively   correlated   with employees' turnover intentions in Higher Educational Institutions in   Adamawa State

H_{o2}:   Organizational commitment and job satisfaction will be significantly stronger   negative   predictor   of turnover intention in Higher Educational Institutions in   Adamawa State

3. RESEARCH METHODOLOGY:

The quantitative survey design was adopted for this study. The study population consists of both male and female academic staff and administrative staff of Adamawa State University and Federal Polytechnic Mubi. The total size of the population therefore was 1799 staff comprises of 293 academic staff and 224 administrative staff of Adamawa State University, Mubi and 743 academic staff and 539 administrative staff of Federal Polytechnic, Mubi (Establishment Divisions, 2017).

The sample size for the study was obtained using a formula developed by Yaro Yamane (1969) as shown below:

$n = \frac{N}{1+N(e)^2}$. Where: $n = sample\ size, N = Population\ Size\ and\ e = error\ margin$. Therefore, the sample size for the study is approximately 327 staff, stratifying, 53 academic staff and 41 administrative staff of Adamawa State University, Mubi and 135 academic staff and 98 administrative staff of Federal Polytechnic, Mubi, using the stratified random sampling (proportional allocation) formula shown below:

$n_i = \left(\frac{N_i}{N}\right) n\ for\ i = 1, 2\ ...K.$ Where:

$N = Population\ Size, N_i = Sample\ Size, n_i = Stratified\ Random\ Sampling\ and$ $n = Layer\ Size$ (Ekpene, Buhari, & Ishiaka, 2003). Both primary and secondary data collection techniques to meet data for this survey were used. The primary instrument for data collection of this study was the structure questionnaire. Job satisfaction was measured with the items developed by Warr, Cook and Wall, (1979). The response to these statements was measured on a five point Likert scale ranging from 1(Extremely Dissatisfied) to 5 (Extremely Satisfied). In the same vein, organizational commitment was measured with the items developed by Allen and Meyer, (1990) and the items for employees turnover intentions were adopted from Cohen, (2005). The responses to these statements were measured on a five point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Secondary sources for the study includes reading through relevant textbooks, magazines, journals and seminar papers as well as browsing the

internet for requisite literature. The instrument was administered to the respondents using convenience (accidental) sampling techniques.

It is an established fact that, the collected data will be immaterial if they are not properly organised and analysed using adequate statistical instruments. Therefore, Data collected was summarised, analysed, and interpreted accordingly with the aid of descriptive statistical techniques such as frequency distribution and percentage analysis. Pearson correlation coefficient was employed to test the correlations among organizational commitment, job satisfaction and turnover intentions at 1% (0.01) level of significance, and multiple regression analysis was employed to test the significant effect of the variables on each other at 5% (0.05) level of significance with the help of SPSS 19.0.

4. DATA PRESENTATION, ANALYSIS AND RESULTS
Table 1: Responses Rate of Academic and Administrative Staff

Institution	Academic Staff				Administrative Staff				Total No. of Responses
	N	N (%)	N^1	N^1 (%)	N	N (%)	N^1	N^1 (%)	
ADSU	48	90.6	**35**	**66**	36	87.8	**28**	**68.3**	**63**
FED.POLY	97	78.9	**82**	**60.7**	87	88.8	**80**	**81.6**	**162**
Total	**145**	**77.1**	117	62.2	**123**	**88.5**	108	77.7	225

Notes: N=unscreened responses; N^1=Final responses without missing data
Source: Survey, 2017

In table 4.1, the response rate for unscreened responses was 77.1% for academic staff and 88.5% for administrative staff, while for final responses without missing data was 62.2% for academic staff and 77.7% for administrative. According to Babbie (2007) a response rate of 50% is considered adequate for analysis and reporting while a response rate of 60% is good and a response rate of 70% is very good. Therefore, the analysis was based on the final responses without missing data.

Table 2: Summary of Cronbach's Alpha Reliability Coefficients for the Study

No.	Variables	No. of Items Per Variable	Cronbach's Alpha
1	Organization commitment	18	0.924
2	Affective commitment	6	0.892
3	Continuance Commitment	6	0.862
4	Normative Commitment	6	0.776
5	Overall Job satisfaction	15	0.956
6	Intrinsic Job Satisfaction	7	0.912
7	Extrinsic Job satisfaction	8	0.919
8	Turnover Intention	3	0.889

Source: Survey, 2017

Table 4.2 indicate the reliability coefficient alpha of the entire construct in the study ranging from α=0.776 (normative commitment) to α=0.956 (overall job satisfaction) which are all acceptable**.**

Table 3: Summary of Demographic Characteristics of the Respondents

Demographic Characteristics	Frequency	Percent (%)
Gender		
Male	153	77.7
Female	44	22.3
Age		
Under 30 years	5	2.5
31-35 years	57	28.9
36-45 years	81	41.1
46-55 years	46	23.4
56 years and above	8	4.1
Working Experience		
1-3 years	17	8.6

4-5 years	20	10.2
6 years and above	160	81.2
Educational Background		
ND/NCE	5	2.5
HND/Degree	96	48.7
PGD/MBA/MPA	30	15.2
M.Sc./MA	46	23.4
PhD	20	10.2
Marital Status		
Single	26	13.2
Married	171	86.8
Occupation		
Academic Staff	89	45.2
Administrative Staff	108	54.8

Source: Survey, 2017

From table 4.3, it is clearly indicate that majority of of the respondents was male with 77.7% and female with 22.3%. In the same vein, the range of the respondents shows that 36-45 years has 41%, 31-35 years has 28.9%, 46-55years has 23.4%, 56 years and above has 4.1% and age range of less or equal to 30 years has 2.5%. This signifies that greater part of the respondent fall within the age range of 36-45years. In the aspect of working experience, 81.2% of the respondents spend more or equal to 6 years in service, while 10.2% of the respondents spend 4-5 years and 8.6% of the respondents spend 1-3 years. In the area of educational qualifications, 48.7% of the respondents have HND/Degree, 23.4% has M.Sc. /M.A., then 15.2% has PGD/MBA/MPA, while 10.2% are PhD holders and 2.5% has ND/NCE. It is clearly indicated that greater part of the respondents are HND or Degree. Also, in the aspect of marital status, 86.8% of the respondents are married while 13.2% are not married. Finally, in the area of occupation, 56.8% of the respondents are administrative staff while 45.2 % are academic staff.

Table 4: Correlations Matrix among organizational commitment, job satisfaction and   turnover intentions

	Variables	Mean	SD	1	2	3	4	5	6
1	Affective commitment	20.695	5.792	**1.000**					
2	Continuance Commitment	18.909	5.807	0.658**	**1.000**				
3	Normative Commitment	19.802	6.098	0.643**	0.713**	**1.000**			
4	Intrinsic Job Satisfaction	22.767	6.415	0.711**	0.744**	0.702**	**1.000**		
5	Extrinsic Job Satisfaction	25.655	7.418	0.669**	0.739**	0.709**	0.912**	**1.000**	
6	Turnover Intention	9.651	3.367	0.441**	0.434**	0.446**	0.355**	0.308**	**1.000**

**. Correlation matrix is Significant at the 0.01 level (2-tailed).

The correlation matrix in table 4.4 indicates that turnover intention was influence by normative commitment, affective commitment, continuance commitment, intrinsic job satisfaction and extrinsic job satisfaction. Therefore, organizational commitment and Job satisfaction are significantly and positively correlated with employees' turnover intentions in Higher Educational Institutions in Adamawa State. These findings confirm with the finding of study conducted by Aydogdu and Asikgil (2011) that there are positive and significant correlations between the variables of the study.

Table 5: Multiple Regression Analysis of organizational commitment and job   satisfaction   predicting turnover intentions among employees

Variables	Beta	T	Sig.
(Constant)	-	4.248	0.000
Affective Commitment	0.255	2.743	0.007***

Continuance Commitment	0.236	2.277	0.024***
Normative Commitment	0.271	2.766	0.006***
Intrinsic Job Satisfaction	0.103	0.636	0.525ns
Extrinsic Job Satisfaction	-0.323	-2.066	0.040***
R=0.522; R²=0.273; Adjusted R²=0.254; F=14.336; p=0.000			

Dependent Variable: Turnover Intention
Notes: ***p<0.05; ns=not significant

The result of the multiple regression analysis in table 4.5 indicates that organizational commitment and job satisfaction accounted for 27.3% of the variance in turnover intentions. This means that organizational commitment and job satisfaction was positive but low predictor of turnover intentions. The results shows that normative commitment (β=0.271, $p<0.05$), affective commitment (β=0.255, $p<0.05$), continuance commitment (β=0.236, $p<0.05$), contributed the individual variation in turnover intentions, but extrinsic job satisfaction (β= -0.323, $p<0.05$) contributed negative variation in turnover intentions. On the other hand, intrinsic job satisfaction contributed minimal variation in turnover intentions (β=0.103, $p>0.05$). This suggest that employees that were psychologically attached to their institutions and that were satisfied with extrinsic aspect of their job were less likely to turnover compare to employees that were dissatisfied with their jobs and that were not emotionally attached to their institutions. These findings confirm studies that have shown that affective commitment and extrinsic job satisfaction was the strongest predictor of turnover intentions (Meyer, Allen, & Smith 1993; Vandenberghe, Stinglhamber, Bentein, & Delhaise, 2001).

5. CONCLUSION AND RECOMMENDATIONS:

Employees' turnover has become a critical issue in today's organizations. The rate of employee turnover has been increasing from time to time due to a lot of factors. The purpose of the study was to test the relationship between organizational commitment, job satisfaction and intention to leave. Based on the analysis of this study, the results show that both the organizational commitment and the job satisfaction have significant impact on intention to leave. The employees' satisfaction with the job enhances the commitment level and hence the intention to quit the educational institution decreases. The satisfied employees add value to the growth of organization being more productive. This study is in conformity to the study conducted that, the more employees are satisfied, the more they will be productive and more committed (Irfanuallah, et al, 2013).

This study has examined the relationship between organizational commitments, job satisfaction and turnover intentions. It enhances understanding of the turnover intentions and the impact of job satisfaction and organizational commitment on the turnover intentions using the higher educational institutions employees and provides a number of implications. Turnover Intention is extensively researched topic; so far researches are trying to find what exactly lead an employee to think about leaving the organization. This study took two job-related variables to test the significance and support that job satisfaction and organizational commitment both are significant in determining the intention to leave. The employees' decision as to whether to continue in the educational institution may be more influenced by their emotional attitudes towards to the institution, which is their level of affective commitment to the organization and alternative employment opportunities available (Shah, 2012).

Employees who establish their work less fundamentally satisfying than others, more frequently intended to leave the institution of higher education. According to Khalid, et al (2012) financial resources as such did not appear into view to influence intentions to continue or leave. Impractical anticipation of employee is also a significant personal issue which contributes in turnover. A lot of people keep unrealistic expectations from organization when they join. When these impractical expectations are not comprehended, the employee becomes dissatisfied and they quit. One of the personal factors which have been missed in many research studies is the failure of employee to follow organizations timings, rules, regulations, and obligations; as a result they resign (Shah, Fakhr, Ahmad & Zaman, 2010). That would reduce the cost that an organization can bear in case of losing a valuable employee, the cost of recruiting, preparation and making an employee up to the level of employee who have left the organization. The findings suggest that if goals of educational institutions are to build up a stable work force then an extra force is required to develop commitment in the academicians (Muhammad, et al 2014). On the other hand, it is also important to note that most educational institutions goals are more than just developing a stable work force.

The issue of intention to leave exists in every public and private higher educational institution. 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 assorted conditions. The available literature advocates that turnover intention is a critical and leading problem for the public sector HEIs.

The result of the present study will help the employees and offer them with guiding principle to improve the level of their satisfaction and commitment. The institutions should give dedicated concentration towards employee who is dissatisfied from their job and should fight to formulate such strategy that could improve the satisfaction level.

The educational institutions should create an atmosphere that should build up self-confidence in employees to share their problems with them and the superior one in turn should give attention to their grievance. Through shared dialogue the employees can be retained and the open discussion would lead the commitment level of an employee to raise accordingly making employee an important investment for institutions rather than expenditure.

Additionally, if an employer needs highly motivated, innovative, productive human resource, the significance of job satisfaction and organizational commitment must not be history. It is understandable that, high job satisfaction and organizational commitment will avoid turnover intentions and actual turnover among employees irrespective of the nature and type of the organization. Every employee has diverse kinds of needs and expectations and it is not possible to satisfy every need and expectation of the employees. Therefore, both employees and employer should try to generate a working condition that they will work in a happy, motivated and productive environment to arrive at certain goals.

6. LIMITATION AND SUGGESTION FOR FURTHER STUDIES:

This study is not free from limitations, the study use only two Higher Educational Institutions (HEIs) out of many. Therefore, future researchers can conduct the study on more institutions to have larger population. They can also test the effect of the variables on academic and administrative staff independently using independent sample t-test.

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