INTERRELATIONSHIP OF EMPLOYEE DEVELOPMENT, ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND THEIR IMPACT ON TURNOVER INTENTIONS

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ABSTRACT

In today's employees' oriented organizational culture, organizations are trying their best to win over the mind and heart of their employees through development, satisfaction and commitment thereby pledging their retention in the organization. This research study is supposed to validate the interdependence of employee development, employees' commitment job satisfaction, and their impact on intention to quit among the faculty members of the public sector universities in Khyber Pakhtunkhwa. This study employed a sample to 329 collected from these universities. Confirmatory factor analysis using structural equation modeling (SEM) has been employed as a statistical tool to validate these interdependence relationships. Almost all the hypotheses have been supported by the data thereby validating the previous researches in the field. This study is an effort to augment HR research in Pakistan. The results have both academic and practical implications for the HR researchers and policy makers respectively. Furthermore, this research will help to enrich the existing body of knowledge on HR practices in developing countries like Pakistan.

INTRODUCTION

It has been observed that today's organizations are serious about their workforce efficiency and productivity. These are the critical aspects for the "survival of small and large organizations alike". In this race for survival workforce attitudes and behaviours are of prime importance. Notwithstanding "the volatile nature of public services today and its major share as service provider in the province educational set up, and the high expectations from the public have increased pressure on management to re-evaluate their contributions in the workplace and the way in which they work" (Rahman, 2012, p. 1). All this connotes that employees are to be considered critical for quality service provision in any sector or organization which, consequently can guarantee the success and survival of an organizations.

Keeping in view the centrality of the employees' attitude and behaviour in the workplace, effective human resource management practices have widely been acknowledged(Abbasi & Hollman, 2000; Guest, Michie, Conway, & Sheehan, 2003; Park, Mitsuhashi, Fey, & Björkman, 2003; Rahman, 2012; Tessema & Soeters, 2006). Out of these behaviours the impact of turnover intention has been termed very critical, costly and "has been an escalating concern to the employers, researchers and academicians, not just in underdeveloped and developing countries but also in the developed countries" (Saleem & Gul, 2013, p. 697); one of the major problems now (Varshney, 2014) and has become a global phenomenon . (OngLin, 2014). It has been

noted that the hidden and visible tangible costs of turnover in organizations equaled somewhat $11 billion annually(Abbasi & Hollman, 2000). While the intangible loss is yet to be exactly addressed. However, the low level of morale for those who choose, either of compulsion or saturation in the employment market, can be of negative repercussions for their rest of the time to work in. It has therefore, been found very essential that management should understand the factors that affect employees' attitude and behaviour (Saleem & Gul, 2013) that has serious consequences for organizational operations (Varshney, 2014). In affecting employees' behaviour training and development have been found very essential HR activities within the organization.

Notwithstanding, any HR intervention could only be made productive if such an intervention is positively perceived by the employees concerned.Harter, Schmidt and Hayes(2002) believe in positive association between development and retention. These researches underscore the need for understanding as to how HR practice like employee development affects employees' attitudes and behaviors.Though there is plenty of research available, research on the interrelationship of organizational commitment, employee development, job satisfaction and their impact on employee retention is still in-exhaustive (Chughtai & Zafar, 2006) on the one hand and needs validation on the other hand. This research endeavour is aimed at this gap.

Theoretical Framework

A number of diverse studies (Chughtai and Zafar, 2006; Edgar and Geare, 2005; Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades, 2001; Georgellis and Lange, 2007; Lee and Bruvold, 2003; Lee, 2000; Meyer and Herscovitch, 2001; Tnay, Othman, Siong, and Lim, 2013) on employees' development and attitudinal and behavioural outcomes have been studied to draw the theoretical framework of this study.On the basis of these researches the following hypothetical model is present to empirically validate these relationships. Figure1demonstrates the theoretical framework.

Figure: Hypothesized research model

Employee development

Development has always been linked with a better future. No doubt it not easy to declare a particular is better or worse. However, it is beyond question that human resources if properly utilized will not give competitive advantage to any organization. It is because of this aspect that maximum utilization of human resources is emphasized. Furthermore, the extant literature is replete with the censure that human resources perform below their existing potentials and that it has frequently been remained "underutilized" (Rahman, 2012). The development of this vital resource should be organization and there must be employee-employer joint effort to improve employees' knowledge, skills, abilities, attitudes and experiences to improve their efficiency and effectiveness. Dennis and Axel, (1991) and Haskell, (1993) contend that it should be the organizations to provide employee with development opportunities for employees and organizational success. At the same time employees should recognize that factors like self-efficacy, job involvement, perceived needs, perceived benefits and perceived work support are vital to motivate them to participate in development activity (Maurer, Weiss, & Barbeite, 2003).

Employee development is not a simple phenomenon. It is complex process that needs a variety of approaches to achieve the desired results. This process is, broadly, composed of four approaches (Noe, Hollenbeck, Gerhart, & Wright, 2005). They are: formal education, interpersonal skills, assessment, and job experiences. They could be further divided into sub-categories which is beyond the scope of this study. In whatever shape development is undertaken its importance has widely been recognized in terms of its benefits both for the employee and the organization. That is why it has been termed as shared responsibility and both should contribute their respective share to the process. To realize its responsibility,organization should provide opportunities and environment for employees' ongoing learning and enable them to apply what has been learnt. On the other hand,employees should avail the available opportunities with commitment and seriousness for professional development.

Employee development and organizational commitment

An employee has always diverse needs and desires. However, meeting them all is not possible. Employees have always judging the seriousness of their organizations regarding their interests and then try to reciprocate. When management expresses its commitment to the training and development, this raises employees' morale and their commitment to the organization. Researchers (Ashar, Ghafoor, Munir, & Hafeez, 2013) have found positive relationship between training and employees' commitment to the their organizations. This connotes that when an organization realizes its employees' development needs it attempts to affect their commitment to organization.

On the basis of the above discussion on employee development, it is easy to conclude that there exists a positive association between employees' development and their commitment to organization. The following hypothesis is put for empirical testing:

Hypotheses 1A:
Employees' perception of development is positively associated with their commitment to organization.

Employee development and turnover intentions
According to Lockwood (2007) for today's management it is not an easy task to retain talented workforce. However, keeping them engaged at each stage of their work-lives is still tougher. And that is why turnover has become the centre of attention for researcher for nearly 90 years (Cotton & Tuttle, 1986) and still is a much studied phenomenon (Yousaf, 2008). When an employeeleaves an organization, it affects the organization and the employee in so many ways. Notwithstanding, researchers have not been found unanimous on any universally defined and accepted reason(s) as to why employees part ways with organizations. However, it is generally believed that turnover is the result of a reasoned action on the part of an employee that mediates the relationship between attitudes and behaviour.
On the basis of the above discussion on employee development, it is easy to conclude that there is a positive relationship between employees' development and their intentions to leave. Consequently, the following hypothesis is put forth for empirical validation:

Hypotheses
1B: Employees'perception of development is negatively associated with their turnover intention.

Employee development and job satisfaction
Employees' commitment to organization, their job satisfaction, and motivation as gauges of an organization's training and development measures (Guest, 2001). Organization's treatment of employees as valued assets reflects that organization considers employees as a source of competitive advantage and is serious in winning their commitment, improving their adaptability, quality of skills and performance. It is believed that investment in employees is a wise decision as employees reciprocate it by not betraying the organization(Tzafrir, 2004).
On the basis of the above discussion on employees' job satisfaction, it is easy to conclude that there is a positive relationship between employees' development perceptions and their job satisfaction. Resultantly, the following hypothesis is put forth for empirical validation:

Hypotheses 1C:
Employees' perception of development is positively associated with their job satisfaction.

Job Satisfaction

Job satisfaction by definition is a pleasurable emotional state or attitude or employees' effective reaction. This emotional state is affected by many factors including employee involvement, management style, empowerment, organizational interventions and organizational culture (Rahman, 2012). It is employees' level of contentment with their job performance. According to Robbins (2012) job satisfaction is employees' evaluative statement regarding their own feelings of their job. It is, in simple words, employees' perception of how well their job provides those things that are viewed as important.

Liking or disliking a particular job is an individualistic assessment of employees. It is generally agreed that organizational HR interventions affect this assessment. Research studies (Catano, Darr, & Campbell, 2007; Edgar & Geare, 2005; Georgellis & Lange, 2007) have empiricallyfound positive association between employee development and employees' level of job satisfaction.And when organizations show sincerity in providing developing opportunities to their employees and which they feel this sincerity, employees' reciprocate.

Job satisfaction and organizational commitment

Employees' satisfaction regarding their job is a product of composite factors. Researcher (Faizal, 2005) broadly divides these factors into intrinsic and extrinsic. It is commonly agreed that satisfied employees will not leave their organizations. "Longer stay in an organization means sharing of its values and norms for longer time thereby striving to improve the performance of the organization. Anyway, researchers agree that organizations would enjoy a better position only and if their employees are highly satisfied" (Rahman, 2012, p. 115). Researchers (Catano, et al., 2007; Yongmei & Jiankai, 2015) believe that employees' dissatisfaction has longitudinal effects on commitment and that their satisfaction has strong positive relationship with increased creativity, productivity, and commitment to organization.

Researchers believe that relationship between job satisfaction and organizational commitment is not directional. Notwithstanding, some researchers (Porter & Steers, 1973; Rose, 1992) claim that employees' job satisfaction predicts their organizational commitment. Research studies e.g. Busch, Fallan, andPettersen(1998) and Mannheim, Baruch, and Tal (1997) have studied job satisfaction as a significant predictor of organizational commitment. And that is why researchers (Malik, Nawab, Naeem, & Danish, 2010) believe that highly satisfied workers will be more committed to organization.

On the basis of the above discussion it can be concluded that there is an association between job satisfaction and organizational commitment. Therefore, the following hypothesis is put forth for empirical validation:

Hypothesis 2A:

Employees' perception of job satisfaction is positively associated with their

organizational commitment.

Job satisfaction and turnover intention
It has been found that an employee's perception of the desirability of leaving an organization is directly a function of the level of satisfaction with the work role intention(March & Simon, 1958). It has been found that employees retain membership in organization if they are committed, satisfied and loyalty to an organization(Rahman, 2012). Researchers (Robbins, 2002) have found that satisfied employees are less prone to absenteeism and turnover. A number of studies(Amjad, Sabri, Ilyas, & Hameed, 2015; Cotton & Tuttle, 1986; Dormann & Zapf, 2001; Karsh, Booske, & Sainfort, 2005; Muchinsky & Tuttle, 1979; Yongmei & Jiankai, 2015) have termed employees satisfaction as an important variable of job turnover.
From the above discussion it can be concluded that employees' job satisfaction affects employees' intentions to leave organizations. Therefore, the following hypothesis is put forth for empirical validation:

Hypotheses 2B:
Employees' perception of job satisfaction is negatively associated with their turnover intentions.

Organizational commitment
Organizational commitmentis a critical bond that exists between employees and their organizations. It is critical because it leads to several favorable organizational outcomes (Chughtai & Zafar, 2006). It is a psychological contract that exists between employees and organizations and which keep them intact through thick and thin (Allen & Meyer, 1990; Meyer & Allen, 1997). Commitment with an organization restricts freedom of action for employees and has been found one of the reasons that employees membership in organizations (Amjad, et al., 2015). It is the strength of an employee's involvement in and identification with the organization (Robbins, 2002). Such an employee exploits all his/her potentials to the maximum level with sincerity and devotion, takes care of organization's assets and, above all, shares company's goals. For Meyer and Herscovitch(2001) commitment works as a obliging and stabilizing force that gives direction to employees' behavior. Kinicki, Kreitner, Cole, and Dawn(2006) consider it a global construct or as a constellation of different dimensions to which the employee reacts effectively.

Organizational commitment and turnover intentions
For Robbins (2001) organizational commitment is an employee's work attitude. With this attitude an employee identifies organization's specific goals and endeavours to retain their this status intact. This is subjective feeling or emotional response that an employee holds to different scenarios in an organization. Major research on

commitment revolves around Meyer and Allen's (1997) three components of commitment: affective commitment, continuance commitment, and normative commitment. According tothem a "committed employee is one who will stay with the organization through thick and thin, attends work regularly, puts in a full day, protects company assets and who shares company goals". Researcher (Amjad, et al., 2015; Angle & Perry, 1981; Ashar, et al., 2013; Jenkins, 1993; Saleem & Gul, 2013) contend that employees' turnover intentions and organizational commitment are negative related. Similarly, Chughtai and Zafar (2006) believe that committed employees are not likely to leave their organizations. They further contend that these employees are also exerting more efforts to utilize their potentials and resultantly perform better than the uncommitted employees.

Concluding the above researchers' point of view, it can be said that organizational commitment is negatively related to employees' commitment. Therefore, the following hypothesis is put forth for empirical validation:

Hypotheses 3:

Employees' perception of organizational commitment is negatively associated with their turnover intentions.

METHODOLOGY

Four scales have been employed to measure the construct. They included measures of employees' developmentperceptions (5-item scale), employees' organizational commitment (5-item scale), employees' overall job satisfaction (5-item scale), and employees' turnover intentions (3-item scale). 5-point Likert scale (1 for strongly agreed to 5 strongly disagreed)has been used. The questionnaire has space for ID, gender, age, and designation as demographic information.

Data Collection

The study area for the current research is public sector universities in Khyber Pakhtunkhwa. Only teaching staff/faculty members' perceptions have been used for analysis. Total population of theses universities at the time of survey was 2200 faculty members. Simple random sampling technique in each university has been employed so that each university has representation in the survey. A total of 600 questionnaires were distributed among the subject universities. A total of 329 questionnaires, complete in all respects, were received back. The response rate remained 55%.According to Hair, Black, Babin, and Anderson (2010); Reisinger, Mavondo, Moutinho, and Rita (2006) this was a sufficient sample size for analysis for Structural Equation Modeling.

Data Analysis

The collected data was then analyzed in different ways. So far the demographics are concerned questions regarding age, gender, and designation were asked. Responses

showed that regarding age majority of the respondents were found young (n=172), followed by middle age (n=83) followed by respondents aging 46 and above (n=21). Regarding gender, majority of the respondents were found male (n=231)followed by female respondents (n=69). So far designation of the respondents is concerned, majority of them were found Lecturer (n=158), followed by Assistant Professor (n=113), followed by Professor (n=28), followed by Other (n=17), and then by Associate Professor (n=8).

To test the acceptability of the theoretical model structural equation modeling was employed. This statistical technique has two-stage procedure: assessment of the measurement model and then of the structural model. This two-stage assessment is aimed at finding if the model is acceptable andconsistent with the underlying conceptual model, and the structural path model was then examined to determine relations among the constructs and their significance. From the Amos output, some of the most common goodness of fit statistics has been employed. These statistics include chi-square, CMIN/df, goodness-of-fit index (GFI), comparative fit index (CFI), root mean square error of approximation (RMSEA), and root mean square residual (RMR). Table 1 provides the acceptable level of these fit statistics.

Table 1: Goodness of fit Statistics

#	Type of Goodness of fit Statistics	Cut-off or threshold value
1.	Chi-square(χ^2)	Smaller the better
2.	CMIN/df	≤ 2 -5
3.	Goodness of fit index (GFI)	≥ 0.90
4.	Comparative fit index (CFI)	≥ 0.95
5.	Root mean square error of approximation RMSEA	≤ 0.08
6.	Root mean square residual (RMR)	≤ 0.1

Source: Hair, Black, Babin, Anderson, &Tatham(2010), and Byrne (2010).

Measurement model

The purpose of this assessment is to assess the suitability of the indicators to the respective construct measurement model. Confirmatory factory analysis was applied on the four individual constructs separately. The initial results for the first three constructs were not found satisfactory. Therefore, some of the indicators which were highly correlated were trimmed and then the models were tested again. Final result of the fit statistics (table 2) show that all the constructs are valid with their respective indicators and which are proofs that the indicators for each construct validate the measurement model.

Table 2: Fit statistics for all the eight constructs.

Construct	Reliability	CMIN/df	RMSEA	RMR	GFI	CFI
Employee Development	0.767	1.35	0.033	0.014	0.996	0.998
Organizational Commitment	0.820	1.21	0.025	0.008	0.998	0.999
Job Satisfaction	0.768	2.06	0.057	0.015	0.994	0.996
Turnover Intention	0.921	1.06	0.019	0.015	0.994	0.996

Structural model

In SEM a structural model is used to get possible explanation for the causal relationship among constructs of interest. To test of the model, confirmatory factor analysis was carried out to check the validity of these relationships. Fit statistics for the structural model (see Figure 2) are:chi-square value of 498.604 with 215 degrees (CMIN/df = 2.319), statistically significant at $p<0.000$; RMSEA was 0.063; GFI was 0.884; CFI was 0.925 and Standardized RMR was 0.050. All these values are within the acceptability range thereby sufficient proof for the acceptability of the theoretical model.
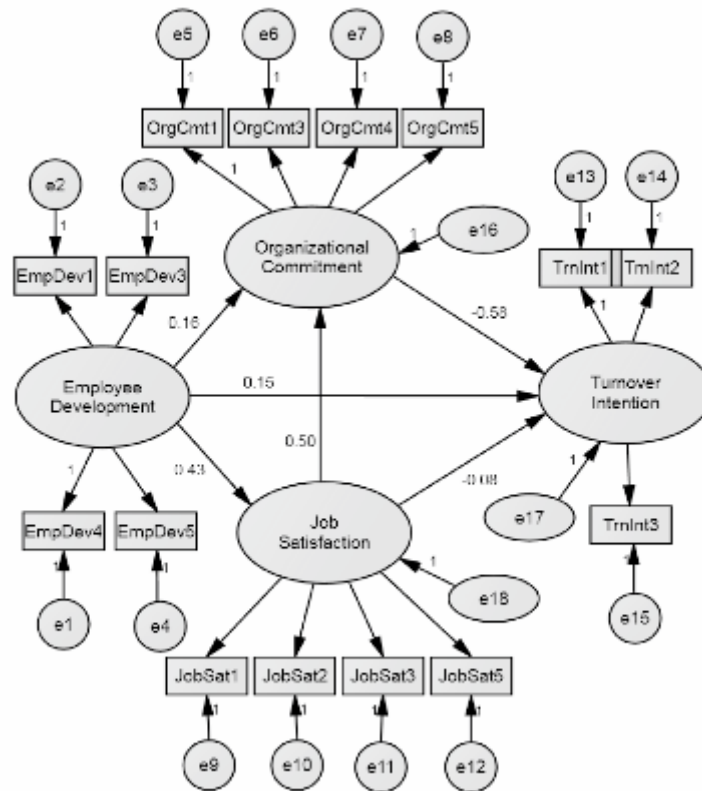

Figure 2 Structural model of the study

Hypotheses Testing
Table 3 presents the results of all the 6 hypotheses. The empirical data supported all the hypotheses except one (H1b). These results validated the previous researches. This means that employee development positively effects organizational commitment (H1a) and job satisfaction (H1c) of employees. Similarly, job satisfaction has been found positively associated with organizational commitment (H2a) and negatively associated with turnover intention (H2b). The hypothesis results have also demonstrated that organizational commitment is negatively associated with turnover intention (H3). However, contrary to hypothesis (H1a), the current empirical evidence revealed a positively association between employee development and turnover intention. This is appears to be a negative indication and a sort of deviation from the normal norm. In other word the empirical evidence has shown that faculty members in these universities are less prone to leave their respective universities even if they do not perceive any development efforts offered by the universities. Possible explanations for this behaviour could be weak external market for employability, job security in public sector universities, lack of strong desire for switching over organizations and the weak roots of development perspectives in the developing countries. Apart from these, there could be possibilities of some deficiencies in the sample-specific attributes and relationships. Combining all these reasons the development perceptions negative relation with decision to quit seem valid and rational.

Table 3: Hypotheses of the research study

#	Description	Hyp	Path Coff.	t-value	Result
1.	Employee development—Organizational commitment	H1a	0.16	2.19	Yes
2.	Employee development — Turnover intention	H1b	0.15	1.234	Not
3.	Employee development— Job satisfaction	H1c	0.43	4.52	Yes
4.	Job satisfaction— Organizational commitment	H2a	0.50	3.18	Yes
5.	Job satisfaction—Turnover intention	H2b	-0.08	-0.46	Yes
6.	Organizational commitment —Turnover intention	H3	-0.52	-5.57	Yes

Implications of the Research
This study has both academic and practical implications. Academically, this is one of initial studies in the public universities of Khyber Pakhtunkhwa. This study has validated some previous researches and some astonishing facts for future researchers to explore. Faculty in universities plays a very critical role. Therefore, affecting their behaviours and attitudes has centrality in the provision of quality education and the success of these universities. Therefore, research about them opens avenues further investigation. Similarly, these findings are insights for the stakeholders in the education sector which may work as guidelines for managing employees' attitude and behaviour. Both the employees and the management need to realize the importance of employee development for achieving their mutual goals. If universities want that their faculty be more productive, they are supposed to encourage their development.

CONCLUSIONS

This research endeavour has tried to empirical test employees' some of their work-related attitudes and behaviors. The study has validated previous research and has deepened the insight in this regard. It has proved the importance of the development efforts on the part of the management. The empirical results validated previous research and also supported the interdependence of constructs of the study. These results also revealed positive employees' development perceptions can engender other positive attitude and behaviour. If policy makers are serious about affecting faculty attitude and behaviour, the findings of this could be sufficient guidelines to better understand the interplay of HR interventions and their consequences.

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