

A Path Model of Faculty Turnover Intention in Region XI Philippines

Analyn Dominguez, PhD
anncajella2013@gmail.com

Date Submitted: 20 August 2013

Date Final Revision Accepted: 12 December 2013

Abstract

The purpose of this study was to explore the fit model of turnover intentions of teachers in Region XI, Philippines. Correlational design was utilized in this study. The data were obtained from teachers of 15 private academic institutions in Region XI. Sets of survey questionnaires were used as instruments in gathering information from the respondents. A Structural Equation Modeling (SEM) was used to analyze the interrelationship among the variables and the assessment of model fit. The findings revealed that among the exogenous variables, it is only the organizational support that significantly predicts the turnover intentions of teachers. Furthermore, a modified model was explored which passed all the goodness of fit indices criteria.

Keywords: *Turnover intention, leader-member relationship, organizational justice, organizational support*

Introduction

Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers – these staffing problems are primarily due to shortages of teachers, which, in turn, are primarily due to the increases in teachers' turnover (Ingersoll, 2001).

Employee turnover and loss of the knowledge of experienced personnel is a critical concern in all types of organizations in the current era of knowledge workers (DeLong, 2004). Literature indicates that turnover intention is the most immediate precursor of turnover (Mobley, Horner & Hollingworth, 1987). It is therefore widely acknowledged that identifying and dealing with antecedents of turnover intentions is an

effective way of reducing actual turnover. As a response to this concern, various researchers have scholarly conducted studies exploring and emphasizing the positive linkage of LMX or Leader-Member Relationship (Bauer et.al. 2004; & Miller, 2010), Perceived Organizational Justice (Johnson, 2007) and Organizational Support (Villegas and Irvine, 2009) to turnover and/or turnover intentions. In fact, Hirsck and Emerick (2006) have found out that the major teacher working condition that affected teacher retention was effective leadership and its working relationship to the employees. Moreover, Miller (2010) presented that school leaders' behaviors and its relationship to employees play a major role in the issue of turnover and turnover intentions. In fact, in her study, she empirically discussed the specific three main areas of leadership behaviors which teachers indicated directly influenced their decisions to migrate. On the other hand, several studies have found out as well, that organizational support promotes higher level of job performance and satisfaction among workers, and thus, reducing employee's turnover rate (Song, 2008).

Teacher's turnover is reported widely as a global phenomenon. In Britain, educator attrition and turnover is reported as a national crisis (BBC News Online, 2001; BBC News, 2001). Additionally, NCTAF or National Commission on Teachings and Americas Future reports in 2011 that almost a third of all new teachers leave the classroom after three years and close to fifty percent leave after five years. Over a quarter of a million teachers would stop teaching every year. In the same manner, according to the study by global consulting firm Watson Wyatt (2011), worldwide, the Philippines has the second-highest employee turnover rate in the Asia-Pacific Region, which is significantly contributed by numerous Filipino teachers who leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009).

A recent study done by Fuentes (2011) in Davao City revealed that school commitment, years of service and burnout positively predict turnover intentions among secondary teachers in private institutions. Furthermore, the study of Chavez (2012) concluded that teachers who have experienced greater support from the institution have higher job satisfaction and commitment, and thus showing lesser degree of burnout.

With the continuous pressing concern and dilemma on teachers' turnover, there are very limited studies available in the local scenario that elaborate on the aspect of investigating factors such as leader-member relationship, organizational justice and organizational support. This investigation would somehow spot the missing piece of the puzzle; hence,

the contention of this paper is to explore the strongest predictor of teachers' turnover.

With this, the researcher had an innermost aspiration to focus deeply on the presented variables that are theoretically believed to be related to teachers' turnover intentions and identify its strongest predictor. Additionally, investigating the best fit model that would effectively associate these variables would somehow fill in the gaps of this contemporary enigma which is the concern of all the stakeholders in the academic world.

Statement of the Problem

This study aimed to determine the fit model of turnover intentions among teachers in Region XI. Specifically, this study pursued the following objectives:

1. Determine the interrelationship of leader-member exchange, organizational support, organizational justice and turnover intention.
2. Explore the fit model of turnover intention.

Theoretical and Conceptual Framework

This research was anchored on the following theories: Organizational Support Theory (OST: Eisenberger, Huntington, Hutchinson, & Sowa, 1986; Rhoades & Eisenberger, 2002; Shore & Shore, 1995), Leadership-Member Exchange Theory -LMX (Marti et al., 2005), and Equity Theory that was developed by John Stacey Adams in 1963.

Organizational support theory holds on that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Such perceived organizational support (POS) would increase employees' felt obligation to help the organization reach its objectives, their affective commitment to the organization, and their expectation that improved performance would be rewarded. Behavioral outcomes of POS would include increases in role and extra-role performance and decreases in stress and withdrawal behaviors such as absenteeism and turnover. Levinson (1965) suggested that employees tend to attribute the actions of

organizational representatives to the intent of the organization rather than solely to the personal motives of its representatives. This personification of the organization, suggested by Levinson, is abetted by the organization's legal, moral, and financial responsibility for the actions of its agents; by rules, norms, and policies that provide continuity and prescribe role behaviors; and by the power the organization exerts over individual employees. Thus, to some degree, employees think of their relationship with the organization in terms of similar to a relationship between themselves and a more powerful individual.

On the other hand, Leadership-Member Exchange Theory (LMX) takes into a mutual consideration on the behavior of both the supervisor and subordinate in the leadership dynamic (Marti et al., 2005). Dansereau, Graen, and Haga (1975) proposed that leader-member relationships are heterogeneous, that is, that the relationship between a leader and a member contained within a work unit are different, and that each leader-member relationship is a unique interpersonal relationship within an organizational structure. They coined the term vertical dyad linkage (VDL) to describe the dyadic relationship between a leader and a subordinate. VDL theory focuses on reciprocal influence processes within dyads. Furthermore, Graen (1976) developed the theoretical base of the LMX model of leadership by building on role theory. The theoretical basis of LMX theory is the concept of a developed or negotiated role. In addition, Dansereau, Graen, and Haga (1975), and Graen and Cashman (1975) initially conceptualized and tested the negotiating latitude construct in an investigation designed to study the assimilation of administrators into an organization.

Meanwhile, for the Organizational justice perspective, Equity theory, also known as justice theory, which was developed by John Stacey Adams in 1963, proposes that individuals determine whether the distribution of resources is fair to both relational partners (Brinkmann & Stapf 2005). In organization, the Equity theory of employee motivation describes the fair balance to be struck Turnover Intent between an employee's inputs, such as hard work, skill level, tolerance or enthusiasm and an employee's outputs, such as salary, benefits or intangibles issues. Justice is existent when inputs and outputs are fairly distributed among the participants, whereas the impartial criteria of the situation are less important than the way, how individuals estimate the value and the relevance of the inputs and outputs of the different participants (Brinkmann & Stapf 2005). Thus, a highly motivated employee perceives

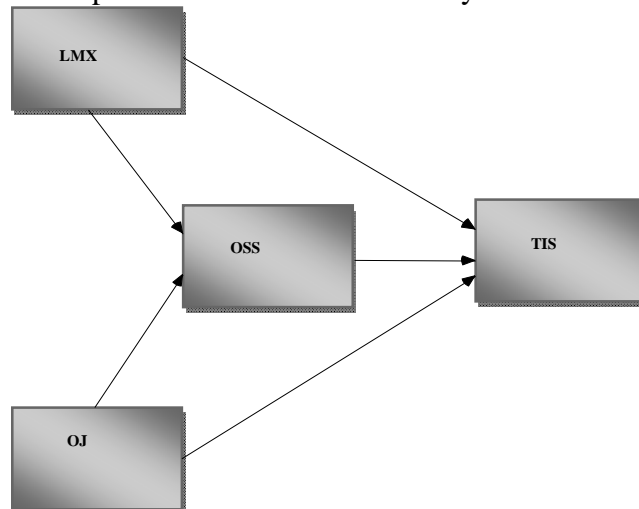
his rewards to be equal to his contributions; he will judge to be treated fairly when he feels that he is working and being rewarded at about the same rate as his peers. It should be emphasized that factors can affect each person's assessment and perception of their relationship with their relational partners differently; hence, every employee does not measure his contributions in the same way.

Based on the Equity theory, if an employee perceives the distribution of resources as unfair, turnover intent will emerge.

Turnover intention is not explicit. Intentions are a statement of specific behavior of interest (Berndt 1981). Turnover intent is defined as the reflection of the probability that an individual will change his or her job within a certain time period (Sousa-Poza & Henneberger 2002) and is an immediate precursor to actual turnover. A broad range of literature examining the relationship of turnover intent and actual turnover (Mobley, 1977/ Hom & Griffeth 1991) exists. Actual intention and turnover intention have been measured separately; however, actual turnover is expected to increase as the intention increases.

Figure 1 shows the conceptual framework of the study showing the relationship of the variables. The exogenous variables are leader-member exchange, organizational support, and organizational justice. On the other hand, the endogenous variable is the turnover intention of teachers.

Figure 1:
Conceptual Framework of the Study



Methodology

This study has utilized the correlational research design. This design aims to describe the statistical association between two or more variables (Creswell, 2002). Hence, this paper investigated the interrelationship of leader-member relationship, organizational support, organizational justice and turnover intentions among tertiary teachers. Furthermore, the fit model of turnover intentions was explored.

The study was conducted in Region XI, Philippines. Particularly, this study involved the higher education institutions in Davao City and the two other major provinces, namely: Davao del Sur, and Davao del Norte.

The respondents of this study were teachers of 15 private academic institutions in Region XI. A total of 400 questionnaires were distributed. However, only 225 questionnaires were returned, comprising a response rate of 56.25%. Seven responses were discarded due to excessive missing data. Therefore, the sample size for testing the hypotheses was 218 (54.5%) from the total number of questionnaires being distributed. This sample size is seen to be enough for SEM research as suggested by Kenny (2011).

The schools in Region XI, Philippines were randomly selected using a lottery method. After which, the teachers in the selected academic institutions were chosen using systematic random sampling.

The instrument for this study was composed of four sections: leader-member relationship, organizational support, organizational justice, and turnover intention.

The LMX-MGD (Dienesch & Liden, 1998) measured the independent variable of LMX and sub constructs such as affective, loyalty, contribution and professional respect. The LMX-MDM composite alpha score with 12 items was .95, the sub scale score included: .94 for affective, .90 for loyalty .88 for contribution; and .88 for professional, which are all represented by 3 items per dimension. Therefore, the 12-item scale seems to be the appropriate and recommended measure of LMX

theory (Graen & Uhl-Bien, 1995). The score was interpreted using the *se* of a 5-point scale ranging from 1-*extremely disagree* to 5-*extremely agree*.

The Organizational Support Survey or POS which was developed by Eisenberger et al. (1986) is a well established instrument. The scale is originally a 36-item scale, which is revised and packed into 8-item scale. The shortened version of this scale has demonstrated adequate levels of reliability and constructs validity in past research (Cronbach's alpha = 0.90 in Eisenberger, Cummings, Armeli, & Lynch, 1997). Item numbers 2, 3, 5 and 7, contain negative clauses, thus reverse coding was done during the analysis. This measure captured the perceived degree to which the organization values and supports individual employees and was used to operationalize the overall exchange quality between an individual and the organization.

In taking the test, the participants were asked to respond to the 8-item Questionnaire. The participants have indicated the degree of their agreement; from 1-*strongly disagree* to 5-*strongly agree*.

This questionnaire is divided into two subscales namely: Procedural and Distributive justice; hence, this is composed of 20-item questions. Perceptions of distributive justice were measured with the Distributive Justice Index – developed by Price and Mueller (1986), it is made up of five-item scale, which measures the degree to which rewards received by employees are perceived to be related to performance inputs. Each item asks for the degree to which the respondent believes that he or she is fairly rewarded on the basis of some comparison with responsibilities, education and training, effort, stresses and strains of job, and performance. On the other hand, the next 15-item questionnaire measures the Perceptions of procedural justice, developed by Niehoff and Moorman (1993), the scale consists of two factors: systematic and informational justice, that are consistent with a taxonomy of procedural justice. Among the 15 items, six items measure the degree to which job decisions include mechanisms that ensure the gathering of accurate and unbiased information, employee voice, and an appeals process. Nine items measure the degree to which employees feel their needs are considered in, and adequate explanations are made for job decisions. In other words, among the 15 items, six items were designed to measure the fairness of formal procedures (i.e.systematic justice) in the organization as revealed by procedures which promote consistency, bias suppression, accuracy,

correctability, representativeness, and ethicality. Nine items were designed to measure supervisor consideration of employee's rights, treatment of employees with respect and kindness, and provision of explanations and justification for decisions (i.e., informational justice). Items for informational justice include questions that focus on the interpersonal behaviour of the supervisor. Overall, two factors of procedural justice were measured: the fairness of the formal procedures used, and the fairness of the interactions that enacted those formal procedures. The estimated reliability of the two subscales is both .90. The questionnaire used 5-point scale ranging from 1-*extremely disagree* to 5-*extremey agree*.

The conceptual definition for turnover intentions is the relative strength of an individual's intent to leave the organization. It is an outcome variable in this studies, and is operationally defined by three single indicators: thinking of quitting, intent to search, and intent to quit (Hom and Griffeth, 1991). The turnover intentions scale was developed as a part of the Michigan Organization Assessment Questionnaire (Cammann, Fichman, Jenkins, and Klesh, 1979). They reported an internal consistency for the scale of 0.83. This scale was measured using the 5-point Likert-type scale from 1-*Extremely Disagree* to 5-*Extremely Agree*. The reliability estimates is above 0.70.

A Structural Equation Modeling (SEM) was employed in order to analyze the relationships among the variables. Moreover, Chi square goodness of fit (CMIN/DF), Tucker Lewis Index (TLI), Normed Fit Index (NFI), Comparative fit index (CFI), Goodness of Fit Index (GFI), RMSEA and P of Close Fit were utilized to analyze the extent of fit of the model.

Results and Discussions

It can be gleaned in Table 1 that leader-member relationship and organizational justice have no significant total effect on turnover intentions, which yielded a p-value of greater than 0.05 level. On the other hand, the organizational support resulted to have a significant total effect on turnover intentions as shown by the p- value < 0.05. This implies that among the three variables, only organizational support has significant contribution to the turnover intentions of teachers.

Table 1:
Direct, Indirect and Total Effects Estimates

Independent Variables	Direct Effect	Indirect Effect	Total Effect	P
Leader-member Relationship	0.03	0.03	0.06	0.61
Organizational Justice	-0.06	-0.29	-0.35	0.37
Organizational Support	-0.52	-	-0.52	0.00

Meanwhile, the fit indices yielded the following computed value: chi-square is 164.18 with the df of 1, GFI = 0.79, NFI = 0.47, TLI = 2.24, CFI = 0.46 and a RMSEA of 0.87 with a P CLOSE value of 0.00. These results denote that the hypothesized model (shown in Figure 2) did not achieve the acceptable fit based on the indices criteria. With this, a model modification was performed in order to explore a good fit model. The model generation technique is suggested by Joreskog (2002) in order to find a good fitting model.

Figure 2:
Tests of Hypothesized Model showing the relationship of the exogenous and endogenous variables

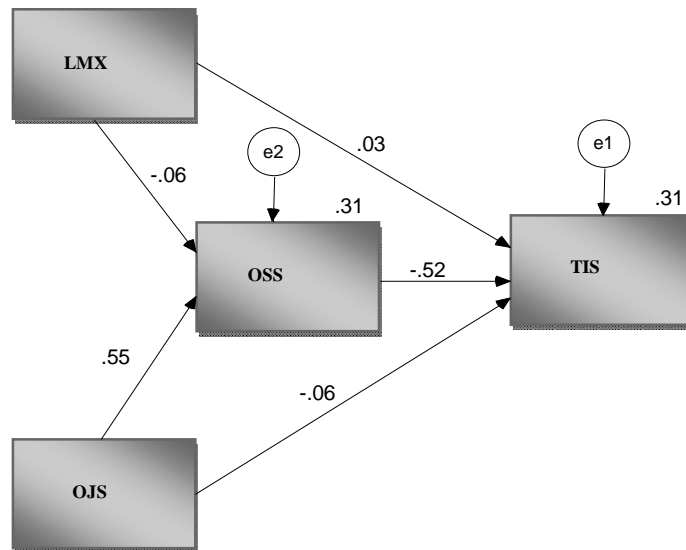
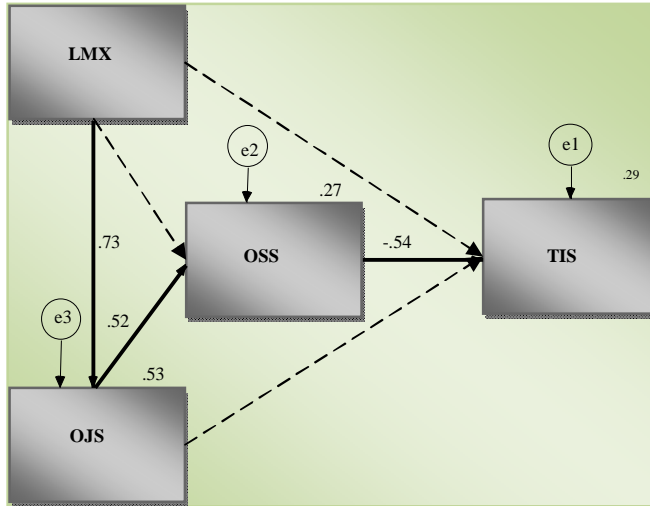


Figure 3 shows the modified model of turnover intention. Since leader-member relationship and organizational justice have no significant effect on turnover intention, a model modification was done by dropping its direct path to turnover intention and was tested for model fit.

The result shows that the organizational support have significant influence on the turnover intention of teachers (beta= -0.54, $p < 0.05$). This implies that for every unit increase in organizational support to teachers, there is a corresponding decrease in the turnover intentions by 0.54. Moreover, the squared multiple correlation is equal to 0.291, which means that 29 percent of the variation in turnover intentions can be explained by its linear relation with organizational support. It can be gleaned further that the other two exogenous variables (leader-member relationship and organizational justice), which are connected with a broken lines, indicated their indirect influence to endogenous variable (turnover intentions). By examining further, it can be observed that 53% of the variance of organizational justice can be attributed to the influence of leader-member relationship. Meanwhile, 27% of the variance of organizational support can be explained by organizational justice. With these values, the path that connects leader-member relationship and organizational justice, which is represented by a solid line arrow leading to the path directing to organizational support and eventually to turnover intentions, indicates indirect influences. It implies that leader-member relationship can be attributed only to turnover intentions when mediated with organizational justice and organizational support justice. These findings confirmed the study of Bauer et.al. (2010) indicating that LMX is not related to performance or turnover intentions, for those high in extraversion, but for individuals with low in extraversion, there was a relationship noted. Underlying these relationships are the notions of fairness and reciprocity.

Figure 3:
Modified Model of Turnover Intention



In Table 2, the direct, indirect, and total effects of exogenous variables to the endogenous variable in the model shows that the three exogenous variables have generated a p-value that is less than 0.05 in their total effects. This means that leader-member relationship, organizational justice and organizational support have a significant impact on turnover intentions. However, it can be gleaned further that only organizational support has established direct effect to turnover intentions, while the other two: leader-member relationship and organizational justice, have established indirect influences on turnover intention when mediated by organizational support ($p < 0.05$).

Table 2
Direct, Indirect and Total Effects Estimates of the Modified Model

Independent Variables	Direct Effect	P	Indirect Effect	P	Total Effect	P
Leader-member Relationship	-	-	-0.02	0.00	-0.20	0.00
Organizational Justice	-	-	-0.28	0.00	-0.28	0.00
Organizational Support	-0.54	0.00	-	-	-0.54	0.00

Table 3 shows the results of the goodness of fit measures of the revised model of Turnover intention. As can be seen in the results, all model fit values have successfully met the criteria set by each index. This means that the model fits well with the sample data. The adequacy of the

model fit was determined by several goodness of fit. Following the recommendations of Bollen and Long (1993) which is also supported by Arbuckle and Wothke (1999) denoting that a good fit model should have CMIN/DF value less than 3.0, Chi square P-value above 0.05, and above 0.95 value for Tucker-Lewis Index(TLI), Normed Fit Index (NFI), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI).

Table 3:
Goodness of Fit Measures

Index Value	Criterion	Model Fit
CMIN/DF	< 3.0	0.32
Chi-Square P-value	> .05	0.95
RMSEA	< .08	0.00
TLI	> .95	1.01
GFI	> .95	0.99
NFI	> .95	0.99
CFI	> .95	1.00

Conclusion and Recommendations

Conclusion

1. An increase in organizational support would decrease turnover intention of teachers.
2. The null hypothesis that states, “No model fits turnover intention” was rejected. The good fit model was explored after executing model modification. This is done by dropping the paths that connects leader-member relationship to turnover intentions and organizational justice to turnover intentions and establishing a path between leader-member relationship and organizational justice, a model modification technique to improve model fit.
3. The overall findings have agreed with the notion that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Such perceived organizational support would increase employees’ felt obligation to help the organization reach its objectives, their affective commitment to the organization, and thus, will not leave the organization. According to Equity theory, if an employee perceives the distribution of resources as unfair, and that support for the organization is not manifested, then turnover intent will emerge.

Recommendations

Through the findings and conclusions of this study, the researcher had formulated the following recommendations for considerations:

1. Since leader-member relationship, organizational justice, and organizational support were found to be directly and indirectly influencing turnover intentions, it is recommended that the policy makers/human resource managers will consider these variables in formulating policies, trainings, and seminars that would be an important device in reducing turnover scenarios in the organization.
2. It is recommended that the conceptual model, being a good fit model of turnover intentions, will be adopted in the formulation of organizational policies of every academic institution in Region XI, Philippines. This could be a fundamental road-map for developing strategic planning to reduce turnover rate.
3. Finally, on the theoretical level, the conceptual framework of this study could be the foundation for further empirical research to investigate on some reasons why teachers are leaving their organization or eventually leaving the teaching career. A need to explore other possible variables that would substantiate theories behind turnover intention is necessary.

References

- Arbuckle, J. L. & Wothke, W. (1999). *Amos 4.0 user's guide*. Chicago, IL: SPSS.Inc, Example 5 (pp.81-100) Example 17 (pp. 269-282)
- Bauer, T. N., & Green, S. G. (2004). Development of leader-member exchange: A longitudinal test. *Academy of Management Journal*, 39, (6), 1538-1567.
- Cammann, C., Fichman, M., Jenkins, D., & Klesh, J. (1979). *The Michigan Organizational Assessment Questionnaire*. Unpublished Manuscript, University of Michigan, Ann Arbor, Michigan. Cited in Cook
- Chavez Jr, F. C. (2012). Organizational Commitment As Influenced by Leadership Behavior of Administrators, Job Satisfaction and Burnout of Teachers: A Structural Equation Modeling. *UIC Research Journals*, 18(1).

- Creswell, J. W. (2002). Mixed method research: Introduction and application. In T.Cijek (Ed.), *Handbook of educational policy* (pp.455–472). San Deigo, CA: Academic Press
- Dienesch, R. M., & Liden, R. C. (1986). *Leader-member exchange model of leadership: a critique and further development*. *Academy of Management Review*, 11(3), 618-634.
- DeLong, D.W. 2004. *Lost Knowledge: Confronting the Threat of an Aging Work force*. Oxford: Oxford University Press.
- Eisenberger, R., Vandenberghe, C., Sucharski, I., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87, 565-573.
- Fuentes, R. (2011). *Turnover Intentions Among High School Teachers, Davao City, Philippines*. Unpublished Paper
- Graen, G. B., & Ginsburgh, S. (1977). *Job resignation as a function of role orientation and leader acceptance: A longitudinal investigation of organizational assimilation*. *Organizational Behavior and Human Performance*, 19, 1-17.
- Graen, G. B., & Uhl-Bien, M. (1995). *Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multilevel multi-domain perspective*. *Leadership Quarterly*, 6(2), 219-247.
- Hirsch, E., & Emerick, S. (with Church, K., & Fuller, E.). (2006). *Teaching and learning conditions are critical to the success of students and the retention of teachers*. Hillsborough, NC: Center for Teaching Quality. Retrieved May 17, 2012, from <http://www.teachingquality.org/pdfs/twcnc2006.pdf>
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Jobo, Jovito (2009). *Challenges in the Philippine Basic Education System*. Los Banos, Philippines

- Johnson, J.(2007). *Organizational Justice, Moral Ideology, and Moral Evaluation as Antecedents of Moral Intent*, Falls Church, Virginia
- Joreskog KG, Sorbom D. LISREL 8: *User's reference guide*. Chicago, IL: Scientific Software International; 2001.
- Kenny, D.A., Korchmaros, J.D., & Bolger, N. (2011). *Lower level mediation in multilevel models*. *Psychological Methods*, 8, 115-128
- Levinson, H. (1995). *Reciprocation: The relationship between man and organization*. *Administrative Science Quarterly*, 9, 370-390
- Miller, J. E., Porter, M., & Drummond, K. E. (2010). *Supervision in the Hospitality Industry*. New York: John Wiley & Sons.
- Mobley, W. H. (1987). Intermediate linkages in the relationship between job Satisfaction and employee turnover. *Journal of Applied Psychology*, 62,(2), 237-240.
- Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86, (3), 493-521.
- Mobley, W., Griffeth, R., Hand, H., & Meglino, B. (1989). Review and conceptual analysis of the employee turnover process. *Psychology Bulletin*, 86(3), 493-522
- Rhoades, L., & Eisenberger, R. 2002. Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87: 698–714.
- Shore, L.M. & Shore, T.H. (1995). Perceived organizational support and organizational justice. *Organizational politics, justice, and support: Managing the social climate of the workplace*. 149-164. Westport, CT: Quorum
- Shore, L. M., & Wayne, S, J. (1993), Commitment and employee behaviors: Comparison of affective commitment and continuance commitment with

perceived organizational support, *Journal of Applied Psychology*, 78 (5), 774-780.

Sousa-Poza, A. & Henneberger, F. (2002). Analyzing Job Mobility with Job Turnover Intentions: