Met Expectations and Academicians Turnover Intention: Mediating Role of Organizational Citizenship Behavior and Subjective Career Success

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Abstract

This study looked at the association between academicians' met expectations and turnover intention. A model suggesting that the influence of met expectations on turnover intentions mediated by organizational citizenship behavior (OCB) and subjective career success (SCS) was measured. A total of 634 questionnaires were taken into consideration for analysis after data from 700 academics employed by 50 Private Higher Education Institutions in North India were gathered. The findings showed that a sizable portion of academics believed their expectations were not fulfilled in a variety of areas related to their jobs. Teaching and research (54.57%) was the most unmet expectation followed by pay and benefits (50.0%), organizational practices (49.68%), recognition (38.01%), and work/home interface (25.23%). The results demonstrated that unmet expectations have a significant effect on turnover intention and also, OCB and SCS mediates the effect of met expectations on turnover intention of academicians. The study's conclusions imply that higher education establishments can reduce academicians' turnover intentions by meeting their expectations which can additionally enhance the perception of subjective career success and voluntary behaviors.

Keywords: met expectations; academicians; organizational citizenship behavior; subjective career success; organizational commitment; job satisfaction

INTRODUCTION

In India, Higher education institutions (HEIs) have augmented exponentially over the past twenty years. As per an economic survey by the Union Finance Minister in the parliament, Over the previous eight years, the overall number of HEIs in the nation has increased by 13.8%, from 51,534 to 58,643 and Gross Enrolment ratio from 23.7% to 28.4% (TOI Education, 2025) Furthermore, private institutions have outnumbered government institutions in the last two decades (Brookings, 2019). However, even if the number of HEIs is increasing, India is at present experiencing an acute shortage of talented and qualified faculty. Approximately 30 to 40 per cent of the faculty posts remain unfilled (Business World, 2020). Moreover, many Indian universities, like various universities in the world, are witnessing high faculty turnover (Monga & Monga, 2017). Employee turnover, which emanates from employees' long thoughtful process of leaving the organization called "turnover intention" (TI) (Mashile et al., 2019) is influenced by several factors such as demographic variables, professional characteristics (like

tenure, academic rank), work environment, salary, misuse of power, quality of work-life, job satisfaction, commitment, perceived fairness, and so forth (Ambrose et al., 2005; Mashile et al., 2019; Zhou &Volkwein, 2004; Rosser, 2004).

Before joining an organization, individuals have certain expectations. In addition to the work itself, other characteristics of the workplace are included in the expectations such as the team, organization culture, growth opportunities, and so forth. After joining, individuals compare their expectations with real job experiences. In higher education institutions, academicians are most likely to form expectations about the conditions of employment, salaries, workload allocation, job composition, academic autonomy, project funds, family-friendly resources, a voice in decision making, and other aspects (Meyer & Evens, 2005; Kraimer et al., 2018; Gladies & Kennnedy, 2015; Sutherland, 2015; Kramer et al., 2013; Bozeman & Gaughan, 2011; Xu, 2008b). Faculty members' work attitudes and behaviors will suffer and their desire to remain with the organization will be diminished if these expectations are not fulfilled (Ababneh, 2016).

Both the institution's reputation and the quality of instruction will suffer from a high faculty turnover rate (Daly & Dee, 2006). Faculty turnover is not ideal for academic institutions and is associated with numerous undesirable consequences such as cost of hiring and training the new faculty members, increased workload and decreased efficiency of the existing employees, diminished morale of the co-workers, and disruption in teaching and research (Tilden et al., 2012; Saleem & Qamar, 2017; Rosser, 2004).

Met expectations, organizational citizenship behavior, and turnover intention

It has been shown by researchers that met employee expectations has a favorable impact on organizational commitment, life satisfaction, mood, and desire to stay (Nabi, 1999; Mahonen et al., 2013; Ababneh, 2016; Wanous et al., 1992). However, not much research has looked at the upshot of met expectations on employees' organizational citizenship behavior (OCB). In reality, only two research that have empirically examined the connection between met expectations and OCB were discovered in the current analysis. According to Turnley and Feldman's (2000) research, which included 800 managers as participants, employees' willingness to participate in OCB is negatively impacted when their expectations are not fulfilled. Met expectations and OCB were found to be positively correlated by Vigoda (2000), using a representative group of 411 employees. The present study envisages that met expectations will positively influence employees' OCB. It is anticipated that meeting expectations will have a positive impact on OCB as when workers believe their employers are meeting their expectations, employees may choose to engage in voluntary and extemporaneous behaviors which are not specified in their job requirements. Furthermore, such behaviors result in organization effectiveness i.e., OCB.

Many research have suggested and shown a positive connection between OCB and employees' intention to stay(Shanker, 2018; Khalid et al., 2009; Yoon & Suh, 2003). For example, Rezaei (2019) OCB and turnover intention were shown to be negatively correlated, according to data collected from a representative group of 140 employees. When taken as a whole, the OCB definitions above and the empirical evidence indicate that OCB is the most likely mediator of the link between academics' intent to stay and met expectations.It prompts the research to hypothesize:

H_{1a}: OCB mediating between met expectations and academicians' turnover intention.

Met expectations, Subjective career success (SCS), and turnover intention

Career success is a concern for individuals as well as organizations because the success of employees can ultimately aid to the organizations' success (Ng et al., 2005). According to Seibert et al. (1999) defined career success as "the positive psychological or work-related outcomes or achievements one accumulates as a result of work experiences". SCS is an person's evaluation of his/her career progress based on certain self-defined standards (Gattiker & Larwood, 1986). Various key indicators of SCS include job satisfaction, career satisfaction, growth and development, and life satisfaction (Ng et al., 2005; Greenhaus et al., 1990; Shockley et al., 2016). SCS is assessed based on organizational commitment & satisfaction at work. As previously said, studies have shown that employee met expectations positively impact work satisfaction, organizational commitment, and intention to stay. (Nabi, 1999; Mahonen et al., 2013; Ababneh, 2016; Wanous et al., 1992).

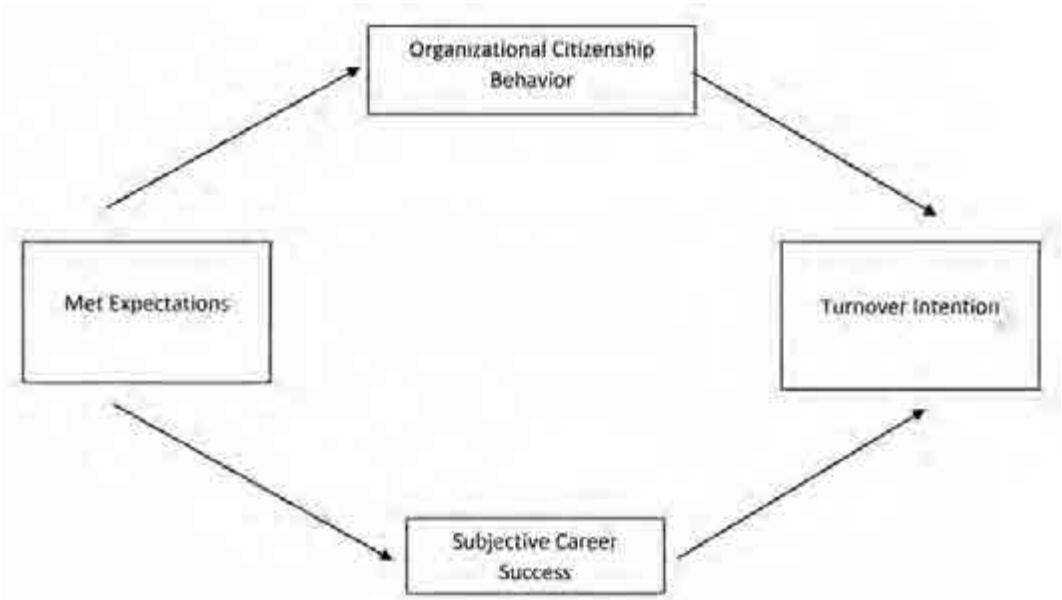
Additionally, a number of studies have shown that job satisfaction and organizational commitment have a beneficial impact on intention to stay (Hefny, 2020; Imran et al., 2017). For example, Guzeller and Celiker (2019) performed a meta-analysis on thirteen studies and found a correlation of -.34 between organization commitment and turnover intention. Choi and Kim (2016) conducted a meta-analysis to study the influence of job satisfaction on turnover intention and found a correlation of -.47 based on eleven studies. In sum, the above research findings suggest that met expectations result in subjective career success which in turn influences intention to stay. Thus, the study hypothesizes:

H_{2a}: SCS mediating between met expectations & academicians' turnover intention.

Research Model

The study proposes a model for investigation in Figure 1.

Figure 1: Model for Investigation



Methodology

Contributors and the Techniques

Academicians are the chosen group for this investigation, employed in various HEI's of the Northern part of India. A sample size of n = 700 from fifty private higher education Institutes/ Universities were chosen (Kline, 2011). Techniques for snowball sampling, or referral sampling, and convenience were applied to collect data during the period of four months i.e., from March 2024 to August 2024. 634 replies in all were obtained, among which 267 (42.1%) were female and 367 (57.9 %) were male. 415 (65.4 %) participants were married and 219 (34.6 %) were single/divorced. 138 (21.8 %) were in the "25-34" age spectrum, 252 (39.8 %) were in the "35-44" age spectrum, 164 (25.9 %) were in the "45-54" age spectrum and 79 (12.4 %) respondents were in the "55 and above" age spectrum. 42 (6.6 %) of respondents were Bachelors, 184 (29.1 %) were Masters, 144 (22.7 %) were M.Phil., 215 (34.0 %) were Doctorates and 48 (7.6 %) originated from diverse educational backgrounds. 58 (9.2 %) were lecturers, 244 (38.5 %) were Assistant Professor, 200 (31.6 %) were Associate Professor and 131 (20.7 %) were Professor.

The present study used hypothesis testing and an exploratory procedure. Confirmatory Factor Analysis (CFA) was employed because this investigation's goal was explanatory. With SPSS 21, the theories put out for the different relationships in the model were examined. Furthermore, the type-4 Hayes process model was employed to look into the impact of the mediating variable on the relationship between the variables.

Measures

Met expectations: The twenty-one-item scale for met expectations was fostered based on previous investigations (Houston et al., 2006; Bozeman & Gaughan, 2011; Sabharwal & Corley, 2009; Leung et al., 2000). A 5-point rating scale was used; participants were requested to assess how well they felt that their expectations were met by their employer. Responses addressed five work-related elements: teaching and research, pay and benefits, recognition, organizational practices, and work/home interface.

Subjective career success: A six-item organizational commitment scale from Mowday et al. (1979) and a three-item global job satisfaction scale by Hackman and Oldham (1975) were used to gauge SCS.

OCB: Deckop et al.(1993) ten-item scale was used to gauge. Deckop et al. (1993) adapted the items from Smith et al. (1983).

Turnover Intention: The four-item Cook et al. (1981) scale was employed to gauge the participants' intention to quit.

RESULTS

Preliminary analysis

Table 1: Descriptive statistics

Variables	Mean	Std. Dev.
Met Expectations (ME)	2.44	0.88
Organizational Citizenship Behavior (OCB)	2.43	0.77
Subjective Career Success (SCS)	2.83	0.93
Turnover Intention (TI)	2.90	1.19

Source: Calculates using SPSS 21

Table 2: Classification of academicians

Met Expectations	Classification								
	Low			Average			High		
	N	Percent	Mean	N	Percent	Mean	N	Percent	Mean
Teaching & research	346	54.57	2.43	143	22.56	2.50	145	22.87	2.30
Pay and benefits	317	50.00	3.41	220	34.70	2.52	97	15.30	2.21
Recognition	241	38.01	3.56	228	35.96	2.73	165	26.02	3.13
Organizational practices	315	49.68	2.75	171	26.97	3.81	148	23.34	2.29
Work/home interface	160	25.23	3.75	246	38.80	2.22	228	35.96	3.65

Source: Calculates using SPSS 21

Table 1 shows the mean along with the standard deviation of descriptive data. For each factor of the met expectations scale, academicians' perceptions of their expectations—met or unmet—were calculated (see Table 2). According to the scores they received, the faculty members were divided into three groups (Table 2), as those with a) unmet expectations : score < (Mean – 0.5 * Std.Dev.); b) met expectations: score between (Mean – 0.5 * Std.Dev.) and (Mean + 0.5 * Std.Dev.) and c) more than expected: score > (Mean + 0.5 * Std.Dev.). A significant number of academicians perceived that their expectations were not met by their institutes. Teaching and research (54.57%) was the most unmet expectation followed by pay and benefits (50.0%), organizational practices (49.68%), recognition (38.01%) and work/home interface (25.23%)

Measurement Model

In the research, both convergent and discriminant validity were used to guarantee the goodness and suitability of the instruments used. Using composite reliability and average variance expected (AVE), convergent validity was assessed. AVE ought to be higher than or equal to 0.5.(Fornell & Larcker, 1981; Hair et al., 2010) and composite reliability (CR) should be equal to or above 0.7(Nunnally, 1978; as cited in Cheah et al.,2016).

To evaluate the discriminant validity between the constructs, the square root of AVE was compared with a correlation value among constructs as recommended by Fornell and Lacker (1981) and correlation value that is smaller than AVE's square root is desirable. The average variance extracted (AVE) must exceed the maximum shared squared variance (MSV) or the average shared squared variance (ASV) to confirm discriminant validity. Confirmatory factor analysis (CFA) was undertaken in SPSS AMOS (version 21.0) to further validate the suggested tools. Goodness-of-fit (GoF)is represented by the values of CFI, GFI, and AGFI. A value equal to or above 0.90 is generally considered a good model fit (Hu & Bentler, 1999; Jaccard & Wan, 1996; Kline, 2005). Badness-of-fit (BoF)is represented by the values of RMSEA and standardized RMR. When both values are below the threshold, they are regarded as having a good fit; the acceptable fit for RMSEA is 0.08 and for the standardized RMR is 0.05 (Jaccard & Wan, 1996; Kline, 2005).

a. *Validity and Reliability*

CR and AVE were used to quantify convergent validity. Item (1) of recognition and item (3) of organizational policies had standardized regression weight of less than 0.5 and hence these items were thus eliminated for further analysis. Following the elimination of these items, composite

reliability was identified to be more than 0.8 and AVE was shown to be greater than 0.5 for all constructs (see Table 3). Further, testing for discriminant validity, the AVE square root's value was found to be higher than the correlation values among constructs. Further, discriminant validity was significant as AVE is greater than the MSV. Results are shown in Table 3.

Table 3: Convergent validity and Discriminant validity of construct (n=634)

	CR	AVE	MSV	ME	OCB	SCS	TI
ME	0.950	0.502	0.128	**0.708**			
OCB	0.905	0.515	0.327	0.358***	**0.717**		
SCS	0.905	0.516	0.327	0.310***	0.572***	**0.718**	
TI	0.793	0.657	0.026	-0.154**	-0.138**	-0.162**	**0.810**

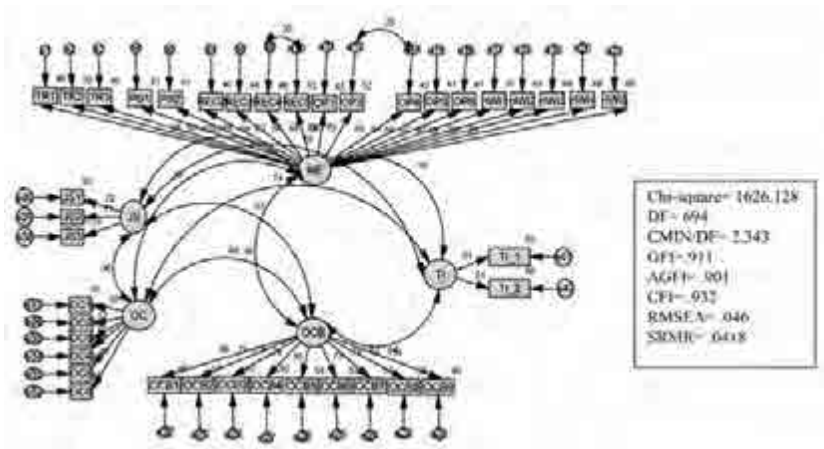
Source: Calculates using SPSS 21

Note: Significance of Correlations: ** p < 0.010; *** p < 0.001

b. *Confirmatory Factor Analysis*

SPSS AMOS was used to do the CFA for the full model in order to further validate the suggested model.CFA is measured using goodness-of-fit indices and badness-of-fit indices. Goodness-of-fit is represented by the values of CFI, GFI, AGFI, and NNFI. A value equal to or above 0.90 is generally considered a good model fit (Hu & Bentler, 1999; Jaccard & Wan, 1996; Kline, 2005). Badness-of-fit is represented by the values of RMSEA and standardized RMR. Both values are considered as a good fit when they are lower than the threshold; the acceptable fit for RMSEA is 0.08 and for the standardized RMR is 0.05 (Jaccard & Wan, 1996; Kline, 2005). Given that the minimal divergence was recorded, confirmatory factor analysis indicated a good fit as CMIN/DF=2.343, CFI=0.93, GFI=0.91, AGFI=0.90, RMSEA = 0.04 and SRMR= 0.04.

Figure 2: Model used for measuring validity, reliability, and goodness of fit indices



Source: AMOS 21.0

Hypothesis Testing

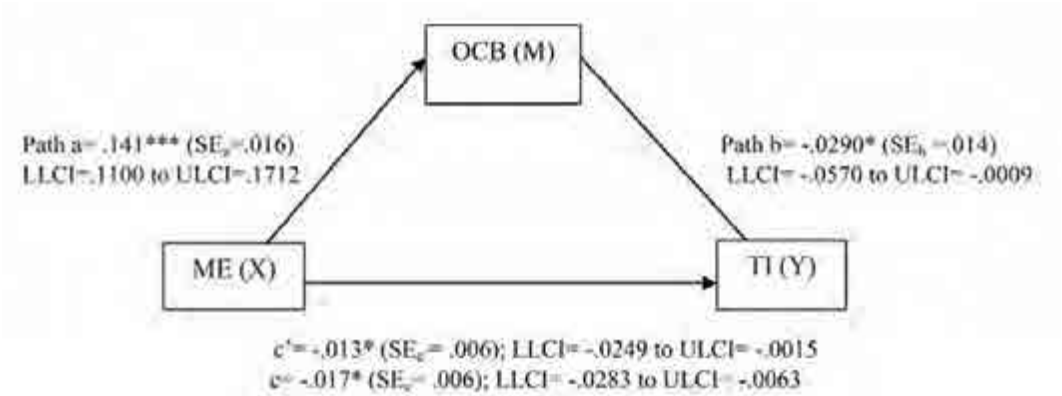
Baron and Kenny (1986) have established certain requirements for mediation analysis. The independent variable's ability to predict the dependent variable is one such need. A significant correlation between the independent and dependent variables was discovered, as Table 3

illustrates. The ME variable showed strong positive correlations with OCB (r=.358, p<.001), SCS (r=.310, p<.001), and negatively with TI (r= -.154, p<. 01). The OCB variable showed a strong positive correlation (r=.572, p<.001) with SCS and negatively with TI (r= -.138, p<. 01). SCS was significantly and inversely associated with TI (r= -.162, p<.01).

To investigate the hypothesis that the turnover intention of academicians is influenced by met expectations and more precisely, if the relationship between met expectations and turnover intention is mediated by subjective career success and organisational citizenship behavior, Using SPSS 21 and the PROCESS macro formed by Andrew F. Hayes (2013), regression testing was conducted. The mediating effect is shown by Hayes model template 4. Therefore, template four was adopted to examine the hypotheses addressed in this study. The Preacher & Hayes (2004) suggested sample size of 5000 was used when applying the bootstrapping technique. Using PROCESS macros and Hayes' (2013) suggested model 4, path c' was computed.

a. Organizational Citizenship Behavior as a mediator in met expectations – turnover intention relationship: The association between the variables indicates that more mediation research will be beneficial, according to the mediation model (refer to Figure 3). Regression analysis revealed a substantial and positive connection between ME and the mediator variable SCS{B=.141, t (632)= 9.02, p=.001}. Also, it was shown that OCB, the mediator, had an strong negative correlation with TI (B= -.029, t (631) = -2.03, p= .04). Since each pathways, a and b, were significant, the impact of mediation was examined applying a bootstrapping method using bias-corrected confidence values. A significant indirect result of ME on TI was confirmed by the mediation analysis's result, which was mediated by the variable OCB (B= -.013, CI= -.0249 to -.0015). Additionally, the results showed that the previously significant association between SCS and SDP persisted (B= -.017, CI= -.0283to -.0063). As a result, partial mediation in the model was suggested by the Sobel test, which was deployed (z= -2.016, p=.04). Hence *hypothesis* H_{1a} is accepted.

Figure 3: Effect of OCB on ME and TI

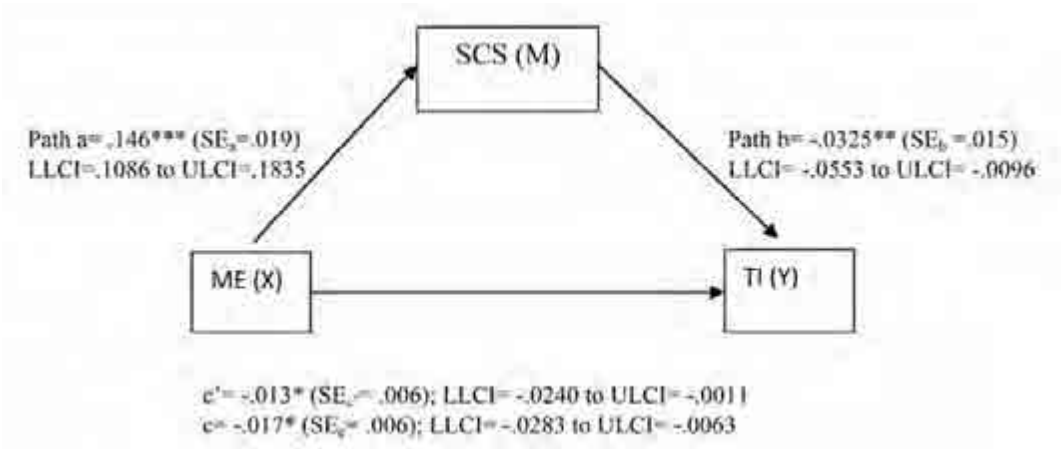


Note: Significance of Correlations: *p<.050; *** p < 0.001
Path a= ME(X) to the OCB(M)
Path b= OCB(M) to the TI(Y)
Path c= ME(X) to TI(Y) (Total effect, i.e., direct effect+ indirect effect)
Path c'= ME(X) to the TI(Y), controlling for the OCB (direct effect)
Indirect effect of OCB(M)= c- c'or product of a and b (i.e., ab)
ULCI & LLCI= Upper levels & Lower levels for the confidence interval

Source: Output SPSS 21

b. SCS as a mediator in ME and TI relationship: The mediation model (refer to Figure 4) indicates that additional mediation analysis will be beneficial based on the relationship between the variables. The Regression investigation revealed that ME and mediator variable SCS {B=.146, t (632)= 7.65, p=.001}had a positive and significant relationship. Furthermore, a significant negative relationship between TI and the mediator, SCS, was discovered{B= -.0325, t (631) = -2.79, p= .005}. The influence of mediation was tested using a bootstrapping approach with bias-corrected confidence estimates because both paths, a and b, were notable. A significant indirect effect of ME on TI was confirmed by the mediation analysis's result through the mediating variable SCS (B= -.013, CI= -.024 to -.0011). Additionally, the results showed that the previously significant association among SDP and SCS persisted (B= -.017, CI= -.0283to -.0063). As a result, the Sobel test was utilised, suggesting that the model include partial mediation (z= -1.96, p=.04). Hence the *hypothesis* H_{2a} is accepted.

Figure 4: Effect of SCS on ME and TI



*Note: Significance of Correlations:** p < 0.010; *** p < 0.001*
Path a= ME to SCS
Path b= SCS to the TI
Path c= ME to TI (Total effect, i.e., direct effect+ indirect effect)
Path c'= ME to the TI, controlling for the SCS (direct effect)
Indirect effect of SCS= c- c'or product of a and b (i.e., ab)

ULCI & LLCI & = Upper & lower levels for confidence interval
Source: Output SPSS 21

Discussion

The current study looked at the effects of met expectations (ME), subjective career success (SCS), and organizational citizenship behavior (OCB) on turnover intention (TI) in Indian higher education institutions. According to the study's findings, ME have a favorable impact on both SCS and OCB, and they also have an indirect effect on TI through them. The current study's findings corroborate the findings by Ababneh (2016) concerning the effect of perception of met expectations on academicians' work attitude and behavioral intentions.

First, the study reported that ME have a adverse effect on turnover intention indirectly through dimensions of SCS. This implies that met expectations make employees' feel more successful in their careers. These workers are more committed to the organisation and have higher job

satisfaction, which strengthens their desire for staying in the organization. The findings support the studies of Wanous et al. (1992), Kim et al. (1996), and Ababneh (2016). Second, According to the study's findings met expectations have a negative impact on turnover intention indirectly through OCB. This entails that met employee expectations induce employees to take up any voluntary work outside the purview of their job responsibilities and these employees have a higher likelihood to stay with their present employer. The findings support the studies of Turnley and Feldman (2000) and Vigoda (2000). Third, the present study shows the perception of academicians of met or unmet expectations. According to the findings, a sizable portion of academicians believe that their universities fell short of their expectations. Of all the expectations, teaching and research fell short the most (54.57%) followed by pay and benefits (50.0%), organizational practices (49.68%), recognition (38.01%), and work/home interface (25.23%). Using information from academic members at UAE universities, Ababneh (2016) also found that a significant portion of participants believed their employers had fallen short of their expectations.

Implications

Policymakers and representatives of HEIs should be aware of the implications of the current study.First, Representatives from higher education institutions, such as recruiting managers, should ensure that the job profiles for vacant positions are provided realistically. An overstated positive profiles can engender unrealistic expectations among the academicians which may have an undesirable effect on their attitude and behavior. Second, The majority of academics believed that their institutions had failed to live up to their expectations and therefore it is recommended that the HEIs policymakers/governing bodies should examine the teaching and research load, salary structure, benefit-sharing programs, and other organizational practices of the academic institutions. Third, expectations are dynamic and are changed over time. Therefore, universities should consider monitoring faculty expectations regularly in order to design the pay and benefits, rewards and recognitions, and other HR policies and programs. Fourth, job characteristics should be re-designed or enhanced so as to increase the probability of meeting faculty members' expectations. Job characteristics can be improved using numerous approaches such as fairness in workload assignment, flexibility for work-life balance, and teamwork opportunities.

Limitations and Forthcoming Investigates

The current study has some limitations. First, the current investigation is founded upon a cross-sectional design, precluding the confirmation of the research variables' causality direction. As an illustration, this research suggests that perceived career success and OCB are the result of met expectations. However, perceived career success and OCB can also lead to high ME. Consequently, future research may use a longitudinal design to confirm the directions of the variables examined in this research. Second, there isn't a general scale available to measure ME. The study's findings, which have their foundations on the twenty-one item met expectations scale can vary if different items were used. Third, there are several ways that job expectations might come from outside the workplace, such friends' experiences or standard work practices (Ababneh, 2016). The origins of expectations were not distinguished in this investigation. Future research might examine how job expectations are created and how can they affect turnover intention. Lastly, the present study measured SCS only in terms of JS and OC. SCS entails various other aspects such as growth and development. Future research can take into account other SCS aspects.

Conclusion

In HEI, academicians enact a significant part in learning process. Therefore, any educational institution must succeed in comprehending its expectations and seeking to be efficacious in its teaching and process of learning. The current investigation sheds light on the TI phenomena of academicians in private HEI. The research exhibited a positive affiliation between academics' satisfied expectations and their perceptions of SCS and OCB, which is in a negative connection with TI.

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