

**FACTORS AFFECTING TEACHERS' TURNOVER  
INTENTIONS AT PRIMARY SCHOOL LEVEL: AN  
EXPLORATORY STUDY**

**By**

**Kalsoom Amin**



**NATIONAL UNIVERSITY OF MODERN LANGUAGES,**

**ISLAMABAD**

**January, 2025**

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**KALSOOM AMIN**

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To

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## THESIS/DISSERTATION AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance:

**Thesis Title: “Factors Affecting Teachers’ Turnover Intentions at Primary School Level: An Exploratory Study”**

**Submitted By: Kalsoom Amin**

**Registration #:37-MPhil/Edu/S22**

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Degree Name in Full

**EDUCATIONAL SCIENCES**

Name of Discipline

**Dr. Jameela Ashraf**

Name of Research Supervisor

\_\_\_\_\_  
Signature of Research Supervisor

**Dr. ....**

Name of Research Co-Supervisor (IF ANY)

\_\_\_\_\_  
Signature of Research Co-Supervisor

**Prof.Dr. Muhammad Riaz Shad**

Name of Dean (FSS)

\_\_\_\_\_  
Signature of Dean (FSS)

\_\_\_\_\_  
Date

## AUTHOR'S DECLARATION

I Kalsoom Amin

Daughter of Aminullah Khan

Registration # 37-MPhil/Edu/S22

Discipline Education

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study**", submitted by me in partial fulfilment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not be submitted by me in the future for obtaining any other degree from this or any other university or institution.

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**Kalsoom Amin**

# **DEDICATION**

**Dedicated to Beloved Supervisor and Parents**

**Dr. Jameela Ashraf**

**Aminullah Khan**

**Farkhanda Nasreen**

## ABSTRACT

**Title: Factors Affecting Teachers' Turnover Intentions at Primary School  
Level: An Exploratory Study.**

This study aimed to explore and determine the factors affecting teachers' turnover intentions and annual turnover rates in primary schools. It utilised the Job Demand and Resources model by Bakker and Demerouti (2007), focusing on two variables: factors affecting turnover intention (independent) and turnover intention (dependent). Job demands included workload, physical exertion, emotional labor, exposure to hazards, and role ambiguity. In contrast, job resources comprised social support, feedback and recognition, control and autonomy, growth opportunities, and compensation and benefits.

The study employed a mixed-methods approach, utilising a descriptive research design and surveys for data collection among teachers (180) and heads/principals (36) from Allied primary schools in Islamabad. The teacher's turnover during the past two academic sessions (2021-2022 and 2022-2023) was considered only. A simple random sampling technique was used in this research. Sampling involved 50% selection from both populations, resulting in a sample size of 90 teachers and 18 principals. Data collection utilised open-ended questionnaires for qualitative insights via interviews and closed-ended questionnaires for quantitative data. Response rates were high: 86 out of 90 teachers (95.5%) and 16 out of 18 principals (89%). Statistical analysis, including Mean and Linear Regression, was conducted using SPSS 20th edition. Key findings identified exposure to hazards (22.883) and feedback and recognition (14.861) as the most influential factors in teacher turnover.

High turnover (50.56%) was observed from April 2022 to March 2023. Qualitative findings identified factors influencing teacher turnover, including workload, low salary, limited growth opportunities, an unsupportive environment, lack of autonomy, contract end, lack of appreciation, and personal issues. Job demand factors positively impacted turnover intentions, while job resources had a negative effect. Recommendations included increasing pay, fostering supportive environments, fair workload distribution, providing training opportunities, offering feedback/recognition, hiring qualified staff, and implementing a fair reward system.

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## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Terms</b>
JD	Job Demand
JR	Job Resources
JD-R	Job Demand and Resources
Ti/TI	Turnover Intention
Fig	Figure
Sig	Significance (p)
SPSS	Statistical Package for Social Science
SD	Strongly Disagree
D	Disagree
N	Not Sure
A	Agree
SA	Strongly Agree
NUML	National University of Modern Languages
IIUI	International Islamic University, Islamabad.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Researchers have been interested in employee turnover for years (Conley & You, 2021; Guzeller & Celiker, 2019). Scholars and practitioners worldwide remain interested in understanding employee turnover due to its detrimental effects on organisations, including lost social and human capital (Lee et al., 2017).

The most precious resource that schools cannot afford to waste is their teachers. The calibre of teachers and their abilities are the main factors that determine how successful an educational system is. Furthermore, no educational goal can be accomplished without knowledgeable and competent teachers. Teachers' ability to meet their immediate needs at work is a prerequisite for maximum productivity. Teachers must feel content and happy in their intuitions to be more effective. The educational administration must appropriately meet the demands of its teachers (Agboola & Ofong, 2018). In primary schools, teachers work in their classrooms with children for either the whole day or most of it. Students in secondary and high schools get the chance to speak with several teachers every day. Because of this, primary schools are more negatively impacted by teacher turnover than secondary or high schools (Norris, 2019).

Previous research has also demonstrated that a teacher's decision to leave the teaching profession is usually preceded by careful thought, during which they evaluate their current circumstances, consider alternative career paths, search for new employment opportunities, and consider the motivations, risks, and resources necessary to make the change (Heikonen, 2016; Ngo-Henha, 2017). Consequently, teachers' intention to

leave their positions reflects their attitudes, views, and workplace evaluations (Ngo-Henha, 2017). Every educational institution depends on its teachers, and their incompetent behaviour has a detrimental effect on students' overall academic success (Amin, 2013).

Schools also attempt to maintain a positive work environment, provide teachers with appropriate work relevant to their skill levels, treat them with respect, and give feedback to retain them on staff. This seems insufficient to keep teachers working in schools experiencing high employee turnover rates, just like other businesses (Satrya, Aryana, & Elu, 2021).

## **1.2 Rationale of the Study**

A high employee turnover rate increases the risk of losing competent staff, which would be bad for the productivity and profitability of the organization (Smith, 2018). The valuable and competent employees are crucial to an organization's success and productivity therefore, employers place a high priority on retaining them (Al Mamun & Hasan, 2017). Recent research indicates that turnover is a persistent problem for organizations (Alias, Ismail & Othman, 2018). Because of the detrimental effects on the organisation, the subject of TI has been studied for many years in human resource management. Regarding human resource management, employees' reasons for quitting are a significant problem (Husain, Siddique & Akbar, 2015).

Among other factors, the trend towards flexible learning and technological improvements are to blame for higher turnover rates in the education sector. Given the importance of teacher educators in educational institutions, an analysis of the factors impacting their effectiveness is much needed (Loughran, 2013).

Extensive studies have previously been conducted to determine the impact of employee turnover intentions on the performance of organisations across international

borders. Scholars contend that the main goal of their research is to understand why employees intend to quit (Lee, 2017). Abbas (2020) claims that it expanded dramatically in Asian countries. Nonetheless, there is a dearth of research on the reasons for turnover intention in Pakistan and other developing nations (Akhtar, 2022). As a result, it's critical to identify and investigate the variables influencing teachers' intentions to leave the educational setting in Pakistan.

The teachers' intention to leave the teaching profession is often seen as a serious issue since it may cause a loss of essential human potential. Furthermore, the primary causes of instructors quitting their jobs include workload, less dedication to the profession, and shortcomings in the educational setting (Räsänen, 2020). Waititu (2013), revealed that a significant factor contributing to low worker morale in many organisations is high teacher turnover. Furthermore, although the main causes of turnover intention may change over time, it has been discovered that intentions to leave the teaching profession are generally permanent (Räsänen, 2020). This suggests that a teacher's decision to leave their position usually entails considering several explanations for the possible process of turnover negotiation, with varying justifications over time. In Pakistan, despite several problems of unemployment, poverty and other relevant serious issues, the number of teachers leaving their jobs each year is rising, especially in private institutions. In this era of competition, it is imperative to identify the reasons contributing to teacher turnover in private schools. Teacher turnover is linked to several reasons, including limited possibilities for professional development, fewer rewards, an increasing workload, tiredness, and job satisfaction. The foundational education that students get in primary school greatly impacts their future. It is important to consider the issues surrounding primary education, particularly in private schools in Islamabad. Different research has been conducted in the past in various



regions, situations, and circumstances. The researcher selected the Allied School chains for this study because it's a renowned institution with many branches across the country to obtain significant data and results. This study's foundation was to explore the factors affecting teachers' turnover intentions at the Primary School Level in Islamabad.

### **1.3 Statement of the Problem**

This study explored the factors affecting teachers' turnover intentions at the primary school level. In Pakistan, primary school teachers face many problems that cause their turnover. According to Simon and Johnson (2015), teachers who transfer to another school bring their expertise in teaching methods, ability to collaborate with colleagues, opportunity for professional development, and connection with the students. Their absence negatively impacts the classroom atmosphere, extracurricular activities, and students' academic achievement. Therefore, it is imperative to explore the factors influencing primary school teachers' intentions to leave their jobs. Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study is the problem statement for the study.

### **1.4 Research Questions**

Q1: What are factors affecting turnover intentions of teachers at Primary School level?

Q2: Which factors have more influence than the others on the turnover intentions of teachers at Primary School Level?

Q3: To what extent the determinants (factors) of turnover have influence over teachers' intention to leave at Primary School Level?

### **1.5 The Study's Objectives**

The research study's objectives were as follows:

1. To explore the factors affecting teachers' turnover intentions at Primary School level.
2. To assess the frequency of teacher turnover per year at Primary School Level.
3. To determine the effects of different factors on teachers' turnover intentions at Primary School Level.

## **1.6 Null Hypotheses**

**H<sub>0</sub>1:** There is statistically no significant effect of job demands on the teachers' turnover intentions at Primary School Level.

H<sub>0</sub>1<sub>a</sub>: There is statistically no significant effect of workload on the teachers' turnover intentions at Primary School Level.

H<sub>0</sub>1<sub>b</sub>: There is statistically no significant effect of physical exertion on teachers' turnover intentions at Primary School Level.

H<sub>0</sub>1<sub>c</sub>: There is statistically no significant effect of emotional labour on teachers' turnover intentions at Primary School Level.

H<sub>0</sub>1<sub>d</sub>: There is statistically no significant effect of exposure to hazards on teachers' turnover intentions at Primary School Level.

H<sub>0</sub>1<sub>e</sub>: There is statistically no significant effect of role ambiguity on teachers' turnover intentions at Primary School Level.

**H<sub>0</sub>2:** There is statistically no significant effect of job resources on teachers' turnover intentions at Primary School Level.

H<sub>0</sub>2<sub>a</sub>: There is statistically no significant effect of social support on teachers' turnover intentions at Primary School Level.

H<sub>0</sub>2<sub>b</sub>: There is statistically no significant effect of feedback and recognition by the organization on teachers' turnover intentions at Primary School Level.

H<sub>o2c</sub>: There is statistically no significant effect of control and autonomy on teachers' turnover intentions at Primary School Level.

H<sub>o2d</sub>: There is statistically no significant effect of growth opportunities on teachers' turnover intentions at Primary School Level.

H<sub>o2e</sub>: There is statistically no significant effect of compensation and benefits on teachers' turnover intentions at Primary School Level.

## **1.7 Conceptual Framework**

### **Theoretical Base**

The notion that workers actively interpret and alter their working conditions is supported by a lot of research. According to JD-R theory (Bakker & Demerouti, 2017), employees can influence their job design in one of two ways, depending on their occupational health and well-being: either they are stressed out and negatively impact their work environment, creating a gain cycle of job resources and work engagement, or they are engaged in their work and positively impact their work environment, creating a gain cycle of job demands and strain.

The organisational environment impacts employees' effectiveness and well-being, as explained by the Job Demands–Resources (JD-R) theory given by Bakker and Demerouti. One of the main (first) assumptions of JD-R theory is that, if workers are employed in various industries, including manufacturing, finance, transportation, and academics, their job requirements and resources may be divided into two groups.

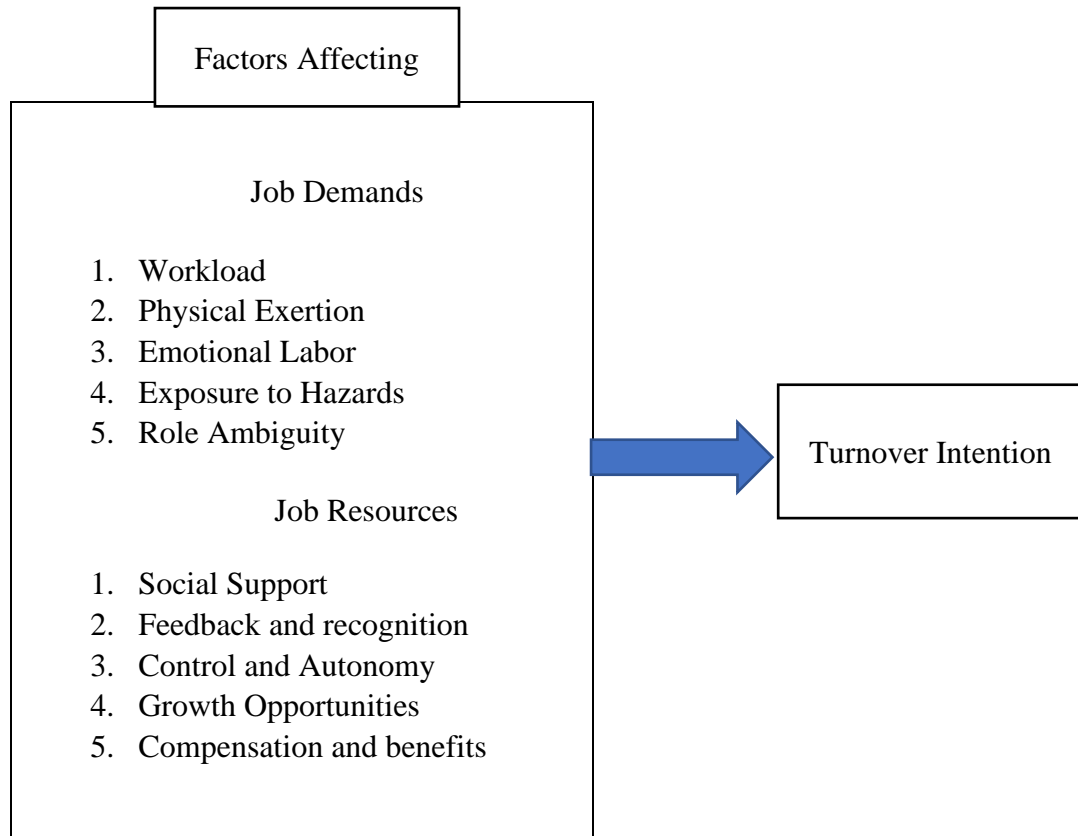
According to Bakker and Demerouti (2023), job demand is defined as those aspects of a job's, social organisational, psychological, or physical requisites that call for constant effort on the part of the body, mind, or emotions and are therefore associated with physiological or psychological effects. The organisational, physical, psychological and social components of a job which can inspire workers, help them achieve goals, control

how workplace demands affect them, and encourage learning and personal development are all considered job resources (Bakker and Demerouti, 2017).

The job demands-resources (JD-R) hypothesis emphasises how an employee's work is influenced by the demands and resources of their job. A few examples of employment resources and demands at work are the physical, social, psychological, and organizational aspects (Hakanen, 2022).

Teachers leaving a school or the area in which it is located is known as teacher turnover (Colorado Department of Education, 2015). An employee's intention to leave their current position within a specific time frame is known as turnover intention (Ngo-Henha, 2017). Additionally, Takase (2017) defined turnover intention as a multi-phase process that begins with psychological reactions to unfavourable features of one's current employment and may culminate in a decision to leave. Finally deciding to quit could lead to turnover behaviour.

JD-R is a transformative and flexible model that has been transformed many times for over 20 years. In the present study, the JD-R model is used as a base in the conceptual framework to know the effects of job demand and job resource factors on teachers' turnover intentions. Within this conceptual framework, turnover intentions are the dependent variable, while factors affecting turnover are the independent variable. The job demand factors have physical, psychological, social, and organizational aspects which require employee effort, leading to negative effects. In contrast, the job resources factors also have physical, psychological, social, and organizational aspects. Still, they help the employees to achieve their goals and mitigate the negative effects of the job demands.



*Figure: 1.1: Conceptual Framework: The JD-R model by Bakker (2007), cited in Bakker and Demerouti (2017).*

The five factors of job demands are considered which are workload, emotional labour, physical exertion, role ambiguity and exposure to hazards. The five factors of job resources: social support, control and autonomy, feedback and recognition, compensation and benefits and growth opportunities are also considered in this study as demonstrated in Fig 1.1. The turnover intention (voluntary) is the dependent variable. The teacher's intention or plan to leave their job due to job demand and job resource factors is their turnover intention. According to Li et al. (2019), turnover intention is the phrase used to describe employees' dissatisfaction and apparent desire to leave their jobs. Workers who choose to leave their jobs as their own choice the voluntary turnover intention (Gerbası & Parker, 2016).

## **1.8 Significance of the Study**

The factors behind teachers' turnover intention are worth exploring because teachers are the builders of a nation. The significance of the study is heightened because of its educational context. This study explored the factors affecting teachers' turnover intentions at primary school level. By highlighting the effect of different job demands and job resource factors, the findings of this study may prove beneficial to private school administrators and legislators, enabling them to adjust policies based on insights into factors influencing teacher turnover, thereby preventing potential resignations. Previous research indicates that enhancing policies to reduce unnecessary teacher turnover can significantly boost student achievement and overall academic performance. This study sheds light on various factors influencing teachers' intentions to leave their positions. By increasing awareness among administrators about teachers' motivations, such as their inclination to leave or remain in private schools, policymakers, educators, and school administrators emerge as key stakeholders. Ultimately, students and the school community benefit from these informed adjustments.

## **1.9 Methodology**

### **1.9.1 Research Approach**

The research study used a mixed methods approach, sequential design, and qualitative and quantitative research methods to thoroughly understand the issue and identify the factors influencing teachers' intentions to leave their jobs using the job demands and resources model. Creswell (2014) states that quantitative and qualitative information are evaluated separately in a sequential design. The nature of the investigation is exploratory. Exploratory research aims to tackle a difficult problem that hasn't been fully explored.

### **1.9.2 Research Design**

The researcher adopted a descriptive survey design to explore the factors of job demands and job resources that affected the turnover intentions of teachers of Allied Schools at primary level.

### **1.9.3 Research Method**

For this research, the researcher used a survey method. Data was collected using the survey approach using web-based questionnaires and interviews.

### **1.9.4 Population**

The study's population consisted of all branches of Allied Schools in Islamabad. The school has 36 branches in Islamabad in total (Appendix H). Additionally, the population consisted of 36 heads in total. Table 1.1 shows the teacher turnover for the previous two sessions, from April 2021 to March 2022 and April 2022 to March 2023, at school, which was 180.

Table 1.1

#### *Population*

---

Participants	N
Teachers (Leftover)	180
Heads/Principals	36

---

### **1.9.5 Sampling Technique**

To choose a sample of the population for data collection, a simple random sampling procedure was used. This method involved assigning the population sequential values, which were subsequently chosen at random for the sample selection.

### 1.9.6 Sample Size

A sample comprising fifty percent of the entire branch population was chosen. The sample size consisted of 18 school heads (or 50% of the 36 total school branches). To gather quantitative data, 90 teachers (or 50% of 180 total) from the previous two sessions were chosen as a sample.

Table 1.2

#### *Sample Description*

---

Sr. No.		n (Sample Size)
1.	Principals/ Heads	18(50% of 36)
2.	Teachers (Leftover).	90(50% of 180)

---

A sample description of the principals and teachers, representing fifty percent of the total population, is given in Table 1.2.

### 1.9.7 Data Collection Tools

A closed-ended questionnaire was designed by the researcher to collect quantitative data from teachers, while interview questions were crafted to gather qualitative insights from school heads (Appendix H). There were three primary categories used to classify the questionnaire. The respondents' demographic data served as the basis for the first category. Questions about the independent variable (Factors impacting Turnover Intentions) in the second category focused on the two primary factors—job demands and job resources. Questions pertinent to the dependent variable (Turnover Intentions) made up the third category (Appendix I).



### ***1.9.7.1 Tools Validity***

Three education experts evaluated the validity of the instruments (Appendix F). Experts evaluated the tool's content and face validity of the study's topic, aims, hypotheses, and conceptual framework, and updates were made based on their recommendations.

### ***1.9.7.2 Reliability of Tool***

46 teachers other than the sample were provided with the tool to gather data for the pilot study to assess the reliability. The reliability test Cronbach's alpha was used to examine the data obtained for pilot testing.

## **1.9.8 Data Analysis**

Descriptive and inferential statistics were used to evaluate quantitative data using linear regression analysis and mean. The study of qualitative data obtained from interviews was analyzed using deductive thematic analysis. The job demands and resource factors given in the conceptual framework were considered while creating themes.

## **1.10 Delimitations**

Due to limited time and resources, the study was delimited to:

- The Allied School chain in Islamabad at the primary school level.
- Teachers' turnover in the past two academic sessions (April 2021 to March 2022 and from April 2022 to March 2023).
- Teacher turnover is measured using the Job Demands and Resources dimensions given by Bakker & Demerouti, 2007 as cited in Bakker and Demerouti (2017).

## **1.11 Operational Definitions**

### **1.11.1 Turnover Intentions of Teachers**

The intention of teachers to leave their current school or employment voluntarily, or to change schools due to circumstances such as job demands and resources as indicated in the conceptual framework, is known as the teachers' turnover intention.

### **1.11.2 Teachers Turnover**

Teacher turnover refers to the rate at which teachers quit their positions entirely or move to a different school or job.

### **1.11.3 Workload**

The amount of work that instructors are required to complete in a particular school day is known as the workload.

### **1.11.4 Emotional Labour**

It involves controlling one's emotions and sentiments when communicating with students, parents, coworkers, the principal or head, and others in a school setting.

### **1.11.5 Physical Exertion**

Physical exertion is the costly work effort that the school demands of the teachers in relation to their salary.

### **1.11.6 Exposure to Hazards**

It is the potential risk or dangers that affect the mental and physical well-being of teachers. It involves safety and health risks which are faced by teachers in the work environment that the school provides.

### **1.11.7 Role Ambiguity**

It is a vague or unclear depiction of teachers' role in carrying out their duties and responsibilities.

### **1.11.8 Social Support**

Social support is the provision of physical and emotional support by the head and co-workers to the teachers.

### **1.11.9 Growth and Opportunities**

The opportunities for professional development the school offers to the teacher, such as organising workshops for teachers' training.

### **1.11.10 Feedback and Recognition**

The feedback that is given positively to the teachers as recognising their achievements and performance by the head.

### **1.11.11 Control and Autonomy**

The degree of influence and freedom teachers have in their classroom, decision making and overall school environment to carry out their jobs more effectively.

### **1.11.12 Compensation and Benefits**

Compensation includes the teachers' salaries and benefits they receive from the school, such as rewards.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter deals with the literature research that can be found at the current time and is relevant to the research survey. The chapter is made up of three distinct parts. The first section deals with the introduction of the research area generally, the second part describes models and theories which are used to describe the relevant variables, and the last part synthesizes the research which was conducted on a certain topic presenting the results found as well as revealing the afterwards gaps in the area.

#### **An introduction to the research area in general**

##### **2.1 Background**

School is not a profit-making organization, but a service provider and it requires its staff to work collaboratively to achieve the organization and personal goals. The new personnel in the job are teachers or destitute who oversee offering effective educational services. This implies that if the individual can take responsibility, efficient educational services are delivered. To achieve this, the organizations do not just offer the training that meets the skill levels demanded by teachers to give better quality training services. The issue of teacher career burnout has long been recognized at a global level by the educational industry as a pressing occupation hazard (ASTI 2018; OAJ, 2018). The teaching-learning materials, the workload, lack of autonomy, clerkships, pay packages, prospects for professional growth, and the school climate are all factors that the teachers find unsatisfactory. As a result, they are looking for a fresh opportunity to transfer to a different institution quickly after starting their employment. High absenteeism, high turnover, and attrition are all caused by teachers' high levels of frustration (Bashir, 2017). The primary factors that determine how long teachers

stay in an institution are possibilities for professional growth, salary packages, managerial support, and the workload associated with teaching (Harwood & Koyama, 2021).

Teacher turnover is high, and only a third of those who leave the field are predicted to come back (Sutcher, 2016). Based on previous studies, it is estimated that between 30 and 50 percent of teachers will quit their jobs during their first five years of work (Blackburn, 2017). Teachers in Pakistan and overseas are not satisfied with their jobs. There has been a negative impact on standards of student motivation and academic excellence (Amin, 2017).

The quality of organizational life depends on the sense of the people, mostly those who are skilful and reliable. This is said because this critical component leaves an organization; the operations of the business are immediately compromised and if is not addressed it becomes. The primary factors resulting in employee turnover are either the desire for professional or career advancement or dissatisfaction with their current work or profession (Ingersoll & May, 2012). Turnover intention has attracted increased attention among researchers as well practitioners across fields, including education, over the past few decades as the existence of the problem is believed to be a threat to organizational effectiveness. From the point of view of the personal, turnover intention means the reduction of productivity level. An employee who is leaving the organization affects the team's performance, quality, and other members of the team as well (Gupta, 2019). The key concept of employee career success and continuity in organizations is turnover intention. This is especially true in the twenty-first century and more for organizations in the service sector (Hassan & Jagirani, 2019). Employee turnover is still a significant issue for organizations even though many experts have studied the subject for many years now (Allen, Bryant, &

Vardaman, 2010). Many of the topsy-turvy factors in the teaching field have forced some teachers to reflect on leaving the teaching profession (Heikonen & Pyhältö, 2016). Waititu (2013) stated that administrative problems, student behaviour, classroom discipline, extracurricular duties, non-cooperation of parents and stressful relaxation result in teacher turnover.

Turnover is defined as the intent of an employee to quit an organization (Pradifa & Welly, 2014). Nawiwala (2016) defined one of the key parameters of successful education programs and offering institutions is teacher retention.

Students' successful academic achievement and active involvement in the classroom diminish wherein they disclose that the teachers do not adequately value their school time. It is going to consolidate more time before students can build trust with a new teacher. Thus, teacher turnover is not only associated with the loss of a positive student-teacher relationship but also contributes to the student's anxiety (Norris, 2019). In other studies, job requirements besides resources have been found to support or even contradict teachers' psychological functioning in the place of work-being, work well-being, or even propensity to quit. Now, with the current research, we need to consider both resources and job demands simultaneously (Bakker & Demerouti, 2017). Research indicated that co-workers' social support became more important than students and school staff for job support. However, they have also recognized the workload, student misbehaviour, and management from the school administration. This is regarded as the non-inclusive employment pressure (Collie, 2022). Accordingly, it is questionable if all this detail is still required while looking at the total together. In addition to this, to identify the elements that remain when everything else is removed, it is imperative to consider all those resources and requirements in a single framework (Hakanen, 2022). There has been little amount of previous research

that interpreted or suggested the turnover intentions, but it gives somewhat of preliminary evidence for these indicators of organizational commitment (Fernet, 2016). While, on the other hand, high turnover intentions are found in the cases of student time restrictions or student community disruptive behavior (Räsänen, 2020). According to Adusei (2016), one of the factors that prompted teachers to leave their employers and positions in the organization was that there was a sense of commitment to the staff. Teachers see their work differently compared with employees from other jobs in other businesses. The natural inclination of a human being is to abandon something when he is dissatisfied. However, the analysis of the teacher turnover intentions can be considered incomplete, as the factor of the teachers' satisfaction is one of the most crucial to be considered (Malik, 2010).

## **2.2 Turnover Intention**

Turnover is the number of new employees replacing the existing employees who have left the organization, by their own choice, or through no choice of their own (Wei, 2015). However, the 'urge to quit' could be an active choice whether to stay or go, whereas 'turnover intention' is not a decision (Hussain & Asif, 2012). When employees expect to leave their positions or company entirely, researchers use the term TI (Move over to another job). Highly qualified person replacement that involves huge financial loss and disruption to the organization may be too much of a burden. Organizations that lose their highly qualified workers pay excessive costs for hiring and training subsequently, and there are hidden costs for the violated project schedules and the interruption of collaborative activities (Griffeth, 2011).

Turnover intention is a term that describes an employee's intention or contemplation of leaving their current job (Akgunduz and Eryilmaz, 2018). Teachers frequently quit their jobs at the schools because of the innovations involved in their occupation. An

academic leave has a permanent and terrible influencing impact on both teaching staff effectiveness and student comprehension (Sorensen & Ladd, 2020). Based on the study of Bakker (2014) turnover intentions are a direct effect of turnover behaviours. According to Bakker (2014), thought that mitigating the causes of turnover intentions is important since it will eventually minimize employee turnover. To accomplish its organizational goals, the institution should be confident that its employees remain compliant. According to Sorensen & Ladd (2020), the issue should be treated with more vigilance by the government whereby teacher retention in schools is one of the challenges. Although many people spend a large percentage of their day-to-day activities at work they may not be satisfied with their jobs, it is important to sustain employees' satisfaction to improve the performance of both the employee and the organization (Rafiq, 2012). Employee engagement and happiness are motors of an organization's setting and prosperity. If one works in a high-stress atmosphere, it seems that the opinions of employees about their jobs play a larger part in the general performance at work (Rantanen, 2021).

Research reveals that between 30 and 50 percent of teachers can resign after the first five years while working in the field. Teachers, in Pakistan and abroad, are unsatisfied with their work (Blackburn, 2017). Academic performance and motivation of students are factors that have been perceived to be affected (Amin, 2017). Teachers have various reasons to grumble, they may be poor working conditions, insufficient autonomy, burnt with workload, administrative work, inadequate pay packages, professional development options and school atmosphere. The current educational system is changing which is causing a lot of people to quickly switch schools and at the same time work. The high degrees of teacher attrition, absenteeism, and turnover are a result of their lack of dealing with the irritating feeling that forces them out of



the job (Bashir, 2017). Organizations can end up losing a lot of human resources both personally and professionally through high turnover. As a result of these, the organization faces higher hiring, training and operational costs, lower production, and lower income, while also witnessing low employee morale (Hayward, 2016). The major consequence is that employee turnover could be expensive to organizations, especially when these highly productive people are lost and it may prove hard to hire them (Idiegbeyan-Ose, Opeke, and Nwokeoma, 2018).

### **2.3 Turnover Intention Types**

Employee reductions in jobs either can be voluntary or involuntary as can be seen by Robbins and Judge (Robbins, 2019). Employee's decisions to make a change or remain in the corporation are named voluntary turnover. Voluntary quitting may concern more talented or talented employees, which is a problem for the company. These individuals are the talented professionals who decide to leave at their discretion, removing with them the valuable skills, knowledge and talents that have always an effect on the productivity and quality of services that are provided for society. On the contrary, involuntary turnover is directly associated with a company's employees' futures and outcomes, i.e., how to readily identify a replacement or let go of temporary employees (Long, 2012).

Voluntary and involuntary attrition are separate categories, however. Employee exits are typecast as voluntary and involuntary based on whether the employee leaves on self-volition or what the organization wants (Owolabi, 2012). Voluntary turnover is marked by the ability of employees to leave their jobs without being compelled to do so. Voluntary turnover is considered a loss of organizational stability (Chuah and Ponnu, 2010). Clifford (2012) explained that apart from these two models i.e. The terms "job-related" and "nonjob related," as well as "incompatible with the

organisation," have been used to refer to the second and third-order models of employee turnover, as well as the voluntary and involuntary models.

The workers who resign their jobs because of the problems that occur because of their personal lives are referred to as non-job-related turnover. These include deliberations such as the move, family worries, marriage conflicts, emotional or mental health struggles, drug addictions, and substance abuse. Another source referred to as employee turnover is when the person can't fit into the organization. Disgruntled employees who quit their jobs because they feel unhappy with their workplaces are so-called quits. It could be so many issues that are ascribed to the pain. Task executing process can take place when an individual is not completely qualified and has a problem doing the work, or they are competent but will lead to excellent results in a different area. Employee turnover intent can be shown through increased absenteeism, a sluggish manner of work, an encouragement to break the rules of the workplace, the development of courage to oppose and agitate the leaders, or by the permanent fulfilment of all the responsibilities that a person who seemed completely different and shady from what was normal (Harnoto, 2018).

## **2.4 Job Satisfaction**

Job satisfaction is a major element in teaching and learning, which shows somebody's bad or good psychological attitude. Empirical evidence demonstrates that the teaching and learning environment and satisfaction at work are reciprocally strong (Ortan, 2021).

Colquitt, LePine and Michael (2011) suggested that employee's performance at work improves significantly, and it becomes difficult for them to leave if they are satisfied with the job and like their work. Education administrators need to probe the teachers in their departments to gauge their job satisfaction and loyalty to the organization.

Many books and studies have shown that genuinely satisfied employees will probably be more loyal to the companies where they work (Hoyt, 2012). As per Malik (2010), it is simply a good mood or more hopefulness one feels after putting a positive layout on work or career. It shows a picture of an employee in general (Kosi, 2015). An important reason leading to turnover is an employee's discontentment, and many of the factors influencing their contentment or otherwise might be in the mandate of the leader (Hughes, Ginnett & Curphy, 2012). Management should be oriented to individual sides of the job like making it exciting and complex, and therefore increase employees' job satisfaction levels (Robbins and Judge, 2013).

As Medina (2012) stated the examination of this relation is one of the most important aspects of the study of business ethics issues. Therefore, most of the research efforts have shifted towards the examination of intentions as an alternative criterion to probe the problem of employee turnover. There are a lot of different things that influence how happy you are at work. In the current investigation, we look at the working conditions, pay wages, policy, management, promotion, growth, and workflow. Majeed, Aziz and Saleem (2013) suggest that if an employee receives competitive compensation, good working environments, and they see themselves as advancing in their workplace, these can all make the employee stay, and in the end, satisfaction will be increased. This indicates that it is possible to manage asset imbalance effectively by considering how different influencing factors affect work.

## **2.5 Factors Affecting Teachers' Turnover Intentions**

Research shows psychological safety benefits employees and their organisations, such as more stable jobs and crisis response (Frazier, 2017; Oksanen, 2021). Emotional decisions result from one's perception of the situations at work, thus there is not always a straightforward correlation between stress and the intent to quit (Sindi, 2017). The

studies conducted on burnout prove that burnout causes the most turnover of employees (Rajendran, 2020). Consequently, the effects of burnout on the intentions of leaving are prominent in many industry sectors including the educational sector (Lee, 2018).

As per Sutchter (2016), teachers who don't think their administrators are supportive are almost twice as likely to quit as their counterparts. Personnel leavers are associated with mixed characteristics: both pull and push factors and with the administration having power over a part of a new employee's life. It becomes vital to sustaining the organization's dedication to providing continuing professional development to retain a stable labour force at the time (Gomathy, 2022). The continuous loss of teachers results from the high level of professional demands. Employees quit their jobs because their work environment is not satisfactory for them to meet their basic needs of growth, belongingness, and survival. Employee dissatisfaction and frustration with the organization can come from a myriad of reasons, which are low or even irregular compensation, attitude towards workplace independence, job safety, and relationships both with co-workers and managers. Teacher turnover has a profoundly significant negative effect on classroom performance and student achievement (Sorensen & Ladd, 2020).

The level of job satisfaction among employees correlates with their intention to stay or to part ways with their employers. Development, connectionless and self-realization are only a few of the things employees count on to reach work satisfaction. Numerous factors, such as the work environment, breaks between work and social groups, interactions between different social groups, obligations and responsibilities, commercial dealings with outside parties, employee support and incentives, and the reward system, can all have an impact on job satisfaction. This satisfaction has two

facets; it is external as well as internal. External incentives compared to personal factors have greater power over employment and staff retention. It is the experience and tenure on the job that are factors of job satisfaction. Long-timers feel more satisfied with their job than younger workers (Tausif, 2012).

### **2.5.1. Job Demand**

Teaching ranks among the most important and difficult professions in society, people's expectations can often go beyond reasonable and cause a significant reduction in several teachers in this profession. Work is divided into different parts and each instructor is responsible for preparing and organizing a new class every day to engage and motivate a classroom full of diverse students (Vesely, Saklofske, and Leschied, 2013). Bakker and Demerouti (2017) defined the nature of demanding jobs such as persistent efforts and exhaustion not only have emotional and physical expenditures but also as mental and physical efforts. Such pressures can be managed by allocating responsibility among the staff members and cutting out complex job pressures (Bakker, 2022). Teachers have more demanding jobs in the classroom because of their students' various academic needs, behaviour issues, social demands, and challenges with emotional development. Teacher burnout is typically seen to correlate with student "issues" in the class (Martin, Sass and Schmitt, 2012). It is a possibility that teachers may be less likely to be able to develop their relationships and connections with the students which in turn results in low resilience, lack of coping skills, low classroom self-efficacy, and dealing with problem behaviour of their students (Breeman, 2015).

#### ***2.5.1.1 Workload and turnover intentions of teachers***

One of the main considerations mentioned by teachers when deciding to quit their jobs, was the large volume of work they had to do. Unlike previous studies

(Skaalvik & Skaalvik, 2011), workload did not emerge as a pivotal contributory factor to turnover intentions in the current study. Even though, the overload that leads to stress, tiredness, and difficulties in staying longer in this profession until retirement is essential to take into consideration (Droogenbroeck & Spruyt, 2016). The physical response, for instance, tiredness, stress, sleeplessness, and more workloads (teaching and solving technical issues), the instructors were not satisfied with wasted time in the classroom and educational aspect (Chen, 2020). One of the main reasons why most employees in organizations and institutions become demotivated is their workload. It is anticipated that educators will progressively experience burnout from constant workloads and stress (Silva, 2020).

Al-Neimi and Amzat (2012) revealed that workload is one of the major reasons that instructors either resign or leave the profession. The researchers also found out that the teachers were always teaching and with many more responsibilities than they wished for, without adequate pay. Job-related burnout stems from overloaded tasks, a deficit in connection, a feeling of unfairness, inadequate support and resources, and emotional drainage. These also contribute to work plan abandonment and unhappiness in it (Laschinger, 2012). One of the key factors making most employees in organizations and institutions unmotivated is the fact that they have a huge responsibility. Additionally, this refers to the fact that teachers will gradually face stress as they will be overloaded by their duties (Silva, 2020; Warm, 2018). Students can be academically unfocused as a result, which could have a negative mental health impact on students and overall achievement (Abbas & Iqbal, 2020; Durrani, 2019).

The habit of some private educational institutions is one of the reasons they don't even give employment letters to their teachers, which in most cases, comes with a lack of staff turnover, an inability to write down the contract for the instructor, not only to save money on it, but also ensure that the teacher cannot refuse it during the dismissal. Instead of the state-prescribed duties of conducting classes and presenting lessons, marking assignments, and keeping track of them, the private school instructors have got jobs like arranging, and supervising children, writing, and typing the school newsletter, and so on. On top of that, the instructors perform legal staff duties, such as a front desk clerk or secretary. In addition to these, other elements affect the workloads of the teachers such as the number of topics to teach, which may be too many to manage by a teacher, inadequate school management, a shortage of teachers, a large class size, and a lack of highly educated educators. The effect is that if the number of chores initially assigned to teachers will not be decreased, the newly increased extra activities will burden them (Alausa, 2022). According to Laaria (2013), teachers are already taking up a lot of time. It would be particularly challenging for them to assume more responsibilities. These consequences are that, if the number of activities given to teachers is not decreased, this will add extra things for them to do. As teachers already have a lot of work, then the teachers should not be surprised. The latter is hard to imagine. Ones, educators (particularly at private institutions) may stress themselves unnecessarily to earn extra money; they take on private students after school hours so that they don't fall short of money. In short, although these secondary schools are a source of labour for them, their wages are too low, and therefore the work they do is not fair. The teachers who work overtime can be pressured and may have negative emotions in this

condition like anger, fear, and irritability (Alausa, 2022). Wells (2015) explained using the data was able to propose a cumulative risk model of teacher attrition the teachers with a higher level of stress were more likely to quit their jobs. Also, as burnout is associated with, the instructors are even more likely to develop burnout when there is a buildup of job expectations.

Work overload can lead to job turnovers since research revealed that burnout is also a cause of many workforce dumps and leads to the production of substandard work that is both sloppy and prone to errors and wastage of the company's resources (Moodie, 2014). The researchers have found that extra workloads limit employees' ability to work efficiently. For instance, Moodie (2014) mentioned that it is quite common for workers to end up making many mistakes when they are burnt out by job pressure. As stated by Michelle (2013) both heavy workloads and performance became factors that could lead to cuts of job positions and not-so-good performance.

#### ***2.5.1.2 Physical Exertion and turnover intentions of teachers***

As per the research study, an employee's health can have some adverse effects because of a variety of jobs (Burgard and Lin 2013). Research findings show that educators are at a high risk of a range of health problems and this situation can also be considered in the context of the teaching field. This involves the establishment of precursor diseases of mental health such as depression as well as extreme illness impacts on physical health (Grey, 2017). One of the more obvious effects of such a job is the increase in cardiovascular problems and other somatic problems like headaches (Scheuch, 2015). It may influence education as well with increased absence and presenteeism (like working that person has an adverse effect at a higher rate than others the occupation and teacher dropout is



more). Moreover, the studies show that their self-esteem as educators is going down (Yang, 2019). And the latest research suggests that the COVID-19 pandemic has probably anyway made this trend worse (Kim, 2022; Swigonski, 2021). Previous studies have been done to try to come up with the reasons teachers end up on the sick. This bond unearthing requires the study of the organizational and human factors (De Simone, 2016). The studies on personality and organizational circumstances as well as stress as leading causes of medical illness have shown that, although not very probable, they may be the contributing factors to physical illness, and it can be attributed to the fact that it is a kind of interplay of many factors (Benevene, 2018; Coledam & Silva, 2020). The policy of personnel management and stiffer competition now make it easier for a company to keep qualified and skilled staff, even without undermining its performance level. Peak performance and efficiency are the goals that every company pursues, and so the investments in education, development, and training of its employees are major; that is why, corporations are always anxious that the best they've got disappeared. Staff turnover creates a lack of organizational knowledge and skills, which has been the outcome of the lost efforts of long-term team establishment (Khafi and Ghasemi, 2014).

Although stress is an integral aspect of our lives, it becomes more likely for teachers to feel it as they must cope with the challenges and changes that come hand in hand with their profession. Stress is a "physical, mental, and emotional" response to human life difficulties (Larrivee, 2012). Since the spread of stress among teachers is too common, it is a plausible fact that it contributes to many mental and emotional problems. Severe stress in an individual's life can cause many diseases. Based on Larrivee (2012) and Pickering (2008), these are

illnesses which can bring about tiredness, headache, indigestion, sleeplessness, raised blood pressure, depression, severe pains, and a multitude of other symptoms. One of the teachers' common stress responses is being exhausted. Extreme limiting the expectations on educators may result in a lack of productivity, increased absenteeism, and burnout.

Teachers in primary and secondary schools deal with the multifaceted duties of teaching and student management daily; hence, they tend to rely on both internal and external resources (Zhou and Ning, 2020). Because of the scarcity of materials, teachers can sometimes feel powerless and angry when there are so many forms of pressure like workload, test pressure, and student management. Several researchers have demonstrated a statistically significant positive link between occupational stress and teacher burnout (Kosir, 2015; Bottiani, 2019). According to Rahim and Cosby (2016), the association between burnout and turnover intention is strong and a second effect of burnout on turnover intention through engagement with work being a mediator. The higher job burnout is, the more likely the intention to leave (Kartono, 2018; Hilmiana, 2019). Worker burnout is characterized by waning productivity, depersonalization, and exhaustion (Meintjes, 2019). Think about this along with monotony, the belief that one has too much to do and selfishness (the attitude that one is better than all) contribute to tiredness and detachment. Worsening job performance with time is associated with low efficiency and self-confidence which in turn lead to intention to leave any organization. The workload can sometimes be delightfully agonizing and the worst nightmare for the employees; on the contrary, the right workload can forever push people to grow their capabilities, self-confidence, and productivity as well (Chan et al., 2015). Work involvement, on the other hand,

is a measure of emotional vitality, euphoria, and deep energy, which corresponds to terms of enjoyment and active promotion (Tummers, 2018).

Maricuțoiu's (2017) meta-analysis revealed burnout and engagement do not show a significant cross-lagged relationship, although there is an ongoing debate about whether they could coexist or be completely contrary to each other. After a while of working for a longer period in very intense roles, workers may run out of energy on the physical and mental planes, resulting in job burnout (Engelbrecht, 2020). Based on the research, it is known that there were substantial changes in teachers' psychological status which consequently resulted in absenteeism, diminished productivity, retirement before time, and resignation desires (Baumann, 2010).

### ***2.5.1.3 Exposure to Hazards and turnover intentions of teachers***

Research on employees' loyalty to the workplace has become more and more apparent in recent times especially quitting and "hit and run" careers. As the organization may be modified in terms of design or arrangement, however, the physical environment of the workshop has a major stake in how the employees perform. Research proved that productivity increases by 5 to 15% because of it (Yeh & Huan, 2017). The education system includes protecting health and safety and this system is mostly used by the community to raise the general public's awareness about health and safety (Kandemir & Argon, 2020). The staff and students should not experience any threats to their security, for the education to work efficiently. Safety is key when it comes to education; it is impossible to achieve high-quality learning and teaching when the ones responsible for the school do not respect security rules. Every student should equally feel confident not only within but as well as outside of the classroom, as at home. School

administrative rules and laws must strive for the environment to be safe and healthy (Turhan & Turan, 2012). To add more to employee productivity, it is essential to keep the workplace current in terms of the physical environment and work environment. (Yeh & Huan, 2017). The quality of the teachers is swayed by the working environment they work in as well as their factors such as work and school values. The involvement of environmental and individual characteristics together, as indicated in person-organization fit, is the main and immediate factor leading to bound results (Van Vianen, 2018). According to Wong`s (2020) analysis, one can see that in many institutions of learning, mainly in the developing world, there is no strategy for occupational safety, in the article. The lack of such policies created a situation where the staff (teachers) and students who pass through classrooms to give lectures are put in life-threatening danger because the virus can easily spread around. In addition, the level of job satisfaction is negatively affected by a large amount of job stress which is caused by COVID-19. Job satisfaction diminishes; this, in turn, leads to a feeling of discontent and a will to quit (Gharakhani & Zaferani, 2019; Khan, Bhatti, Hussain, Ahmad, & Iqbal, 2021). The moral character of a man is reflected in their work. As a result, this approach involves achievements and outcomes. In the opinion of workers, it is evident that overly loud noise at work hampers their job concentration, which explains the drop in the quality of work done (El-Zeiny, 2012). Studies indicate that the single greatest choice that an organization can make concerning employees' daily productivity is lighting in the physical surroundings. Based on the findings of the research conducted in this field, workplace absenteeism is reduced while labour productivity is increased by 28% both if the illumination is ideal and if there is enough daylight

(El-Zeiny, 2012). A work environment can decrease performance, increase stress, and greatly reduce job satisfaction, all of which lead to high absenteeism and employee turnover (Applebaum and Fowler, 2010). Working conditions involving environmental signalization are characterized by sounds, air quality and quantity, lighting, and temperature (Jang, 2017). As for employee turnover and the employee's mind, the elimination of unfavourable working conditions is still the key to establishing a working environment that is punishable for job satisfaction, so the turnover can be less than ever (Lee, Seo, & Lee, 2016). Providing students, academic staff, and other personnel in the school with physical, mental, and social health trying to eliminate or minimize possible hazards of chronic diseases is a definition of occupational health in educational institutions. On the contrary, classroom security is to be understood as a planned scientific project which aims at preventing students, staff members and even teachers from possibly dangerous situations during their everyday activities at school (Kök Sevdal, 2019). In another research, it was observed there was a positive association between mental stress (dealing with health issues of own coworkers and partner, self, and others) with psychological discomfort. Over here, it shows that it was not the personal desire that was disfavored but it was the personal development resource (Britt, 2021).

Some researchers suggest that the presence of a high level of job satisfaction with the workplace environment and surroundings leads to an increase in job performance in the future. The interplay of context results in environmental factors which precipitate teacher turnover such that occupationally vulnerable employees are more likely to quit (Kamorulzaman, 2011). According to Ukil (2016), the roles of employees who work for businesses will make them more

satisfied when they complete tasks for the company. In other words, the environment and job satisfaction are interested in each other. when it constitutes a suitable working space for people. Illumination, correct air temperature regulation, sound level reduction, space availability and so forth are some elements which can improve working conditions.

#### ***2.5.1.4 Emotional Labour and turnover intentions of teachers***

According to Gross (2015), two basic ways are utilized by people to manage emotions: cognitive suppression, as well as cognitive reappraisal which is an emotion regulation strategy that is based on the antecedents. A cognitive reappraisal of teaching practices helps teachers to change their outlook on emotionally charged incidents such as negative student behavior by shifting the focus to positive classroom interactions. However, contrary to the concealing strategies that instructors use, they change the way they show their feelings at the surface by hiding unpleasant feelings and imitating positive ones (Hosotani & Imai-Matsumura, 2011; Yin, 2016). Teachers seem to be aware of their negative impact on students whether it is an approach towards the students that is restrained and appropriate though not emotionally involved or the complete defence of the students which is an evident outcome of their work that career fatigue, stress and desire of quitting the job become part of their life (Grandey and Gabriel, 2015). Due to the high involvement in the emotive interaction required when teaching, the context is known widely for producing much emotional need. However, the emotional demands of working with unsatisfied or uninterested students and teachers who are burning out completely (Kinman, 2011; Kunter, 2011) are the secondary negative consequences. Deep acting, surface acting, and truly true self present three aspects of internal emotional

management (Grandey & Gabriel, 2015). For Grandey and Gabriel (2015), surface acting takes place when one tries to modify one's outward expression without affecting the feelings.

Employees are assessed as involved in emotional deviance if they overtly express their real emotions about students or other coworkers, which can be bad for the school and their good reputation for being competent teachers (Dahling, 2016). In the end, emotional performance means how people act emotionally when they have audiences. Receivers may form opinions about whether the person's visible expressions are sincere, fake, or not, which will surely impact how they feel about the service (Grandey & Gabriel, 2015).

Meta-analysis of the previous work shows the different aspects of emotional labour tend individually and specifically to raise the job burnout issue. Teachers who are burnt out usually tend to refuse to be involved, complain a lot, and be completely drained of their emotional strength (Martin, 2012). If the negative feelings become overpowering, then with the remaining peers very likely for the staff to feel that they are not significant figures in the field (Vesely, 2013). Based on the findings of Hülshager and Schewe (2011) genuine expression was influenced negatively by job fatigue, as opposed to superficial performance which was shown a positive correlation to job fatigue. Chang (2013) analyzed a positive connection between teacher debarkation and an emotional control technique known as surface acting, through which the deepest feelings are masked and concealed. Goodwin (2011) held that despite the negative direct impacts of deep acting on employee turnover, deep acting did not cause the problem, but surface acting did. Spittle (2015) revealed that these teachers leave the profession due to job burnout. According to Richards (2016), a close

relationship is established between varied job stresses and working withdrawal behaviour and burnout is strongly accountable for such association. Surface acting, which was initially considered to be the cause of stress (Grandey & Gabriel, 2015) therefore it can certainly be a working stress factor that continuously improves psychological exhaustion in teachers which ends up in counterproductive work behaviour including high turnover, absenteeism, and low-quality work (Goodwin, 2011). Colquitt and LePine (2011) assert that employees will work more effectively and decide to stay with the company for a longer period if they have a sense of satisfaction from their work and don't mind doing it.

#### ***2.5.1.5 Role Ambiguity and turnover intentions of teachers***

As stated by Mauno (2014), bad working condition is the top factor in employees leaving their organization. Identifying the intentions of employees to leave is fundamental as a high rate of exit destabilizes businesses and demands costly hiring and training processes (Chen, 2011). Studies in the past have linked several exit intentions of employees to work factors such as lack of organizational commitment (Yousaf, 2015), limited autonomy (Dysvik and Kuvaas, 2013), and unfair remuneration (Guan, 2014). Another scarification of employee irritation is the illumination of the roles they have within an organization, which is a fruit of unspecified information (Chen, 2011; Schmidt, 2014; Trépanier, 2013).

Concerning role ambiguity to undesirable feelings is not an automatic process. It depends critically on the existence of contingency factors which might reverse or lessen uncertainties and emerge with the rise of role ambiguity (Schmidt, 2014).



Based on Chen's (2011) research data, a worker sees the possibility of quitting the company if his current work environment prevents him from executing his job duties and prevents the employee's performance in the workplace or development. Consequently, they might develop a dislike for the employer (Afshin, 2012).

### **2.5.2. Job Resources**

Any effective organization or business, whether it produces goods or services, needs a core mission to keep quality employees. The approach can involve a competitive salary, a cosy office, profit sharing, bonuses, or any other favourable benefit. The business will hire experts and provide them with a generous pay scale. Employees can develop the feeling that their work is appreciated by introducing bonuses for example and by developing a more comfortable work environment. Employees will keep their jobs with the organization if the organization through managers gives them care and concern, their tasks are known, their duties fit their skill level, and they are made to feel acknowledged and appreciated. fulfil company-specific tasks (Maaitah, 2018). Retention of teachers is more prominent in countries and cultures with strong education frameworks including high instructor payment, sufficient resources and optimal policies examples are Finland and Singapore (Darling-Hammond & Rothman, 2011).

Based on the observation made by Kuria (2011) employees feel they have the stability they need, and when there's no stressing over their next pay increase and the job is recognized, they do better as part of a team. Their good performance at what they do is usually recognized when there's a grievance procedure that works and when they are regularly sought for their ideas and suggestions as opposed to just being instructed. According to Simatwa (2011), job satisfaction is the feeling

of being successful in the job and the positive emotion associated with it. The motivational process heavily depends on resources: the presence of abundant employment resources can give rise to more motivation and, as a result, better engagement in the work and, therefore, better performance. Three traits define the state of mind known as work engagement: not only do these elements exist, but many people also feel a desire for their profession, and they get lost in the idea of watching time pass (Bakker and Demerouti, 2017).

Criticism should always be helpful, social support is a great tool and taking advantage of the variation of skills as well as personal development is very beneficial to job resource control. Leaders can also achieve group inclusion and enhance the job design of followers through resource sharing among members (Bakker, 2022).

#### ***2.5.2.1 Social Support and turnover intentions of teachers***

Scientific studies have shown that employees who feel appreciated and supported at work exhibit better job performance, increased productivity, and better morale. Through it, the association traces all its acts of caring, deeds and mistakes. It ranges from being alert to what kinds of expectations, challenges, and requirements the staff may have and actively giving them material and emotional support (Colakoglu, Culha, Bohle & Alonso, 2017; & Atay, 2010). Simon (2015) asserts that administration has a direct impact on teachers' performance, which eventually facilitates teachers' retention in their positions.

Social Support at the workplace is normally from the sources of superiors or colleagues. Staff health problems are also reported to be addressed by this type of facility (Arnold & Dusré, 2012). Nohe and Sonntag (2014) found that a positive work climate including workplace social support would lessen the

severity of work-family conflict by increasing their employees' commitment to the workplace.

Among the consequences of such feelings could be negativism and hostility towards the work environment. The emotional aspects of such aid may involve feelings like love, trust, empathy, and care. Information, including advice and instructions, may also come into this category. The instrumental elements comprise teaching new skills, working together and distributing tasks. Moreover, teachers along with other employees need to be provided with a facility where they freely express their dissatisfaction with the situation and administration and in return, they expect the environment to be conducive enough for them to air their grievances (Devos, 2011).

According to Sharma & Singh (2016), the intention of the teacher is linked to factors surrounding the work environment like job satisfaction, organization support, workplace ethics atmosphere, organizational commitment, and workplace rudeness. External factors such as social support from family members, employment opportunities, etc. are also likely to play a crucial role in decisions about leaving teaching (Lauzier & Mercier, 2018). The research found that with listening, individuals limit their intentions of turnover in their activities. As per Reynolds-Kueny & Shoes (2020), employees with a more self-determined motive to leave were less likely to exit after receiving empathy during a venting session. We see other aspects as well, intentions to quit work at the organization were higher when observed that listeners were negative, e.g., when they had judgmental or uninterested tones. Because principals often listen to teachers' concerns carefully, they afford them social support which is probably one of the many expressions of social support. But the support of other

people still holds the door open, even if nobody is around. According to Roy (2022), a head teacher, for instance, can provide colleagues with emotional support by motivating them despite their frustration or providing them with the equipment to enable them to carry on their work. It's imperative to highlight the behaviours of teachers in their relationships with principals, by planning this aspect of interactions and providing social support as opposed to social support that is often seen as being the consequence of a necessary relationship in a multifaceted, subjective, and intrinsically subjective way (Taylor, 2012).

#### ***2.5.2.2 Feedback and Recognition and turnover intentions of teachers***

Mawali & Babandako (2011) emphasize that due to feedback, teachers learn to improve their professional manner as well as break through the stress of work. Teachers start doing their jobs well having received feedback on the teaching when they have a chance to 'polish' their instructional skills. Instruction is made simple when one accesses head teachers' feedback too- this also acts as a stepped stone for building connections among tutors. Teacher performance is impacted if the principal gives too much negative criticism. Leadership styles that are void of potentially harmful aspects greatly positively affect teacher performance. Employees need to be adequately appreciated and feedback is required so that they understand their strong sides and weak points and handle them properly. Teachers may not be very pleased with their administrators when they receive no feedback from them. According to Mustafa and Othman (2010), the motivational approach permits to heads illuminate teachers who feel proud and deputed. A school must have an efficient schedule for resource use. Besides that, the school must do a lot of other things like organization, staffing, direction, and

coordination from the head teacher. From preparing the lessons to suggesting to teachers how to come up with new and innovative teaching and learning approaches, this is what the head teacher does. The teachers do not work alone because some of the students take the initiative to provide teachers with a list of their activities and other methods that the school utilizes to reach its goals and objectives.

Herzberg also emphasized the need to use heads' compliments and praises to influence the way teachers act. By being engaged attentively and judging their behaviour in attaining the goals of the institution, heads appreciate the honours. For this, the teacher sometimes might get a chance to feel like their job was appreciated by the head teachers (Giancome, 2011). Teachers know when they are working to the fullest of their abilities and in partnership with administrative support, improving teaching processes is much more likely. Organizations for personnel to be given recognition by the Zonal Director, respectively. They are equipped to work more efficiently with their students (Allen and Helms, 2011). The teacher's effectiveness is proven to influence student achievement more than any other factor. The students likewise do well when they are taught by effective instructors. The advantage comes to the classroom when they encounter effective instructors (Abdulsalam & Mawoli, 2012). Employees who get feedback of how they are performing are better enabled to understand what their jobs want from them and are more successful in doing their duties appropriately (Sommes and Kulkarni, 2012).

The feedback provided through performance evaluations and researcher supervisors from the leaders is instrumental in influencing employee affect and nourishing both intrinsic and extrinsic motives (Alfes, 2013; Lonsdale, 2016). In

addition to that, regular visits from the supervisors (coaching) who advise, persuade, and direct you well, would give you the staying-put assurance (Eby, Spell and Vandenberg, 2014).

### ***2.5.2.3 Control and Autonomy and turnover intentions of teachers***

Teacher autonomy is a desired working condition that has a substantial impact on teachers' professional status and job satisfaction levels. a teacher's autonomy refers to their level of independence and decision-making power (Vangrieken, 2017).

Usman (2015) asserted that head teachers were able to delegate to teachers the authority to education and direction. The teacher is let down by the head teacher who shoulders administrative and curricular duties. They need to be sure that the teachers have already taken the tasks assigned to them. Managers should pay attention to how teachers develop their skills and help them in searching for possible useful skills.

As Kalleberg (2009) explained different aspects of job autonomy are how free, autonomous, and diverse employees have choices in planning and scheduling their jobs and limited commitment from the organisation on appropriate strategies has done so in deciding, little work those involved, high turnover, and low productivity are all consequences of low job satisfaction and low job efficacy. In contrast, there is a negative relationship between employee turnover and job autonomy (Imm, Rathakrishnan, & Kok, 2016) but a positive relationship between job autonomy and job satisfaction (Rizwan, 2014), motivation of employees (Cunningham, 2016), organisational commitment (Khan, 2016), workplace communication. Based on previous research on the general psychological needs of teachers, teachers are more successful, engaged,

and motivated when they respond to their needs for autonomy, belonging, and self who are worthy of it (Eyal & Roth, 2011).

Staff ensuring an "autonomy-supportive context," in which teachers have the power to make choices and can use their judgment to make decisions, often helps teachers feel safe while doing the work (Fernet, 2012). Job autonomy by scholars is recognized as an important factor in advancing a range of organizational values such as commitment, trust, knowledge generation, and organizational innovations (Wang and Cheng, 2010). Ferne & Pas's (2012) research study showed that teachers with positive impressions about their administration in schools have lower levels of burnout and higher levels of well-being. Teachers not only have the opportunity now to develop their careers and stay longer in the workplace but also tend to get more involved in their careers (Elias, 2012).

Many of the participants in the study said that they appreciate the impact and appreciation associated with progression. They agreed that the school system, more likely than not, they experience the feeling of being comfortable. In the process of doing this, these teachers will be motivated to educate the school community with their new minds. Besides the assistance from the administration in recognizing and appreciating their achievements, these students must be treated at a significantly higher level within the school atmosphere. This statement is also highly relevant for the team of administrators (Al-Neimi & Amzat, 2012).

As Galletta (2011) suggested employees with a high level of job autonomy are more likely to hold themselves responsible for the results of their work. Young employees at another time are more responsive and eager to challenge and change the notion of leaders being the engine of a company. When appraising a

job, people will be looking at several factors together, including the salary they get and the opportunity for them to perform to their full capacity (Ding, 2016). Autonomy in the work of the higher educational environment staff in terms of the discipline and the teaching methods as well as their impact on the academic staff have been investigated in the literature (Song, 2011). The issue that could work for professional workers to get the kinks out of the responsibility is job autonomy. Here, studies vary from recent ones that focus on the topic of the role played by the pandemic in employees' experience (Darouei and Pluut, 2021). The ability to choose "what tasks to accomplish in what ways" is the reflection of the degree of control employees may have in the job implementation process (Khoshnaw and Alavi, 2020). Lack of support and mental conflicts such as loss of professional authority are also the main challenges to teacher satisfaction. One reason that many teachers leave their jobs is that their teaching capacities are limited by a lack of autonomy, which can ultimately result in detachment (Devos, Dupriez, & Paquay, 2011; Pas, Bradshaw, & Hershfeldt, 2012). If an administrative decision that seriously changes the working conditions of a teacher does not to the latter's satisfaction, it can make a teacher feel unbuttoned or lose connection. Losing a gem in the rule leads to; student conduct, teacher morale, and consistency in the classroom too (Pas, 2012). In case an employee does not have clear information about job duties they are expected to perform at work an uneasiness may even begin to develop. An ambiguity with teaching objectives, a newness or difficulty with a career, and a limited approach from an insufficiency of authority could all lead to teacher stress (Whitaker, 2015). Prof. Hur (2016) suggests that occupational stress for teachers reduces as the level of autonomy they receive concerning curricular matters increases. Therefore,



finally, fairness is “being fair” and whether an organization is dealing fairly with its employees or not. The research conducted among the teachers about k–12 literature has shown that a negative relationship exists between the perceptions of justice and equality that teachers have regarding the workplace and the indicators of professional burnout, while on the positive hand, there is also a relationship between the percentages of teacher retention and their positive influence on workplace justice and equality (Petrillo & Capone, 2016).

#### ***2.5.2.4 Growth Opportunities and turnover intentions of teachers***

For teachers to acquire new knowledge, abilities, and experiences, training is crucial. Because they have specialised knowledge, pedagogy, and techniques, training for both new and experienced employees is successful (Durrani, 2019). Professional development and education are the major factors that an educator has to complete to determine the effectiveness of the teacher (Siti, 2021). Teaching is a noble but challenging profession. Teachers are given the necessary professional development tools by which they strengthen their competencies to make the learning situations that are ever typical and chaotic still achieve the intended learning objectives. Teachers who have the ambition to become teachers and who are willing to teach and have educational responsibility must be accountable to possess the requisite teaching competency. For teachers to excel in the achievement of their professional duties, they must have a specialty in teacher training which includes skills and abilities. Developing new teaching skills for professional growth requires organization, getting academic credentials and attending training as a professional. In the same line, direct involvement with highly skilled educators can also be used to deliver higher-quality learning resources to the teachers (Mendes, 2016). Among others, learning new skills,

acquiring new skills, developing skills, and improving personality remain some of the professional development goals of teachers (Hollins, 2011).

Training and development encompass two areas. 1. Human development is the essential level 2. At the local administration level (Jones & Watson, 2017).

Human development involves education and training at all levels, from administrative to technical, as well as organizational capacity, as well as supporting local communities and developing the local workforce (Milne, 2020).

Administrative assistance, presented in the form of sharing the teachers' thirst for self-improvement, securing better positions and collaborative thinking time, is commonly attributed to the decision-making regarding the choice of school environment (Ladd, 2011). Sutchter's (2016) studies show that teachers whose administration supports them are 2 times more likely to quit than teachers who feel their administration is not supporting them. There are several ways to improve teachers' performance, including (1) On the one hand, studying courses that enable teachers to work better with feedback from other peers; (2) improving teacher's performance in terms of classroom discipline, motivation, management, creativity and innovation; and (4) putting into practice classroom action research (CAR) which give instructors a room for reflection after detecting the shortcomings of their teaching methods; and finally (4) attending workshops and working Consideration of the professional requirements and school-teacher career plans is required when designing the professional development programs (Alam & Farid, 2011). As researched on other occasions, lack of discipline by students motivates teachers less but the teachers can benefit more from training, promotion prospects, and commensurate pay for their knowledge and skills (Alam & Farid, 2011). Not only do they tend to be less

affected by their economic status, but they are also less affected by their social factors. It has been firmly argued and evidenced by much research that in successful schools there is an atmosphere where teachers are not only involved in decision-making, but they are also allowed to work independently for certain projects and get recognition and respect from their colleagues. They are given enough opportunities to grow professionally (Gatsinzi, 2014). The motivation works in reverse: the factors aligned with professional needs are movement indicators of instructors' behaviour and work. This way, the instructors become resourceful, dedicated, and committed as a result (Nzulwa, 2014).

The primary reason is that school administrators are a vital force in teachers' development both professionally and in terms of the individual (Evers and Eacott, 2016). As stated by the social exchange theory, when one party helps another party to get a benefit, the other party will tend to repay what it owes and re-invest it into the relationship for personal gain. This principle especially has something to do with the type of respect workers have towards their boss as a professional matter. This type of gratitude takes place because it helps employees' personal development (Chen, 2014). Even though human potential theories prove that individuals are interested in development and improvement, if they are not motivated enough, then a poor experience in an organization may stop it (Aloysius & Christy, 2011).

#### ***2.5.2.5 Compensation and benefits and turnover intentions of teachers***

Compensation might influence the intention to quit. Thus, every payment that employees get either in cash or in the form of a non-cash incentive is compensation. There are three ways the corporate compensation program may influence organizational effectiveness in the practice of real business. There are

three main factors – namely the quantity, manner, as well as distribution of wages that influence, reinforce and drive their behaviour. First, is that wages should be competitive for the organization to acquire and retain high-quality and dedicated workers. Additionally, the productivity of an organization can be reduced by the increase in compensation benefits (Bernardin, 2012). Gifts and rewards increase employee income, and organisations can increase staff retention (Pek-Greer, 2016).

All the things that the employees plan on as job services are included in compensation. Employees are given payment instead of they give their service to businesses free of charge (Saluy, 2018). (Riansari, 2012) define it as a service offered to staff, who have been fair and just in their treatment and have contributed immensely towards the success of any organization. On the other hand, there are two classifications of the return principle, and they are the intrinsic and extrinsic returns.

The role of compensation is to provide motivation, both externally and internally (Vacchio, 2020). The origin of the extrinsic incentive is external to the individual, but the intrinsic benefit is derived from within the person. Compensation, work benefits, promotions, etc. external and fulfilment, achievement, responsibility, and personal growth are intrinsic. The intention of the employees during the work can be understood through a psychological phenomenon called internal reward. There are two types of extrinsic motivation: financial and non-financial rewards. The primary form of remuneration is cash and includes non-cash services including base salary, executive compensation, management fees, incentives, salary and skill-based compensation for knowledge programs, and administrative support, e.g., childcare services and

programs coverage, time off work (Martocchio, 2020). A range of rewards including incentives, rewards, benefits, competence perceptions and retention programs can reduce teachers' intention to leave when they are teacher-inspired and consistent with teachers' expectations (Vecchio, 2020; Martocchio, 2020). The decision to stay in or quit the teaching profession is affected by emotionally charged factors. For instance, pay, perks and cultural differences impact the teaching career. The role of incentives, self-confidence, economic status, test stress and choice of teaching significantly influence how teachers develop lessons for students (Alam & Farid, 2011). According to Kosi (2015), salary is an aggregate of remuneration and benefits that teachers are paid for, and it operates as a motivating factor for the instructors' loyalty to the teaching profession. Routine increases in salaries, bonuses, and other remunerations provided at predefined intervals uplift teacher morale and enhance their work satisfaction (Shah, 2012). Following Loke, Salim, and Khalid (2011), compensations and bonuses are gained in an exchange of services between employers and workers. Human and financial resources now realize the importance of rewards as stimulators or methods for ensuring that employees work hard and maintain good relationships with the firm (Zaini, 2016). Amzat & Al Neimi (2012), whose results were identical to those of a study conducted in Oman, showed that teacher retention and work satisfaction have a close relationship, and the blame is mostly on teachers' dissatisfaction. Teachers were overwhelmed by their classroom jobs and additional duties, but their salaries were lacklustre. It was discovered that heavy workloads, salary or income, and challenges associated with teaching caused teachers to leave their jobs or turnover (Azmat and Al-Neimi, 2012). The degree of financial remuneration to

the teachers might help to increase their level of job satisfaction (Malik, 2010). Teachers are determined to see teaching as an honourable profession. Shah, Rehman et.al., (2012) demonstrated that recognition/compensation and job satisfaction are highly correlated. It means an open recognition and a reward system with transparency will lead to organizational loyalty. This in turn leads the faculty to consider the challenges of the university as their own. The purposes of both incentives and recognition are two-sided. Teachers should maintain their current goals and set higher goals because salary preferences can, directly and indirectly, influence employee performance and motivation. Second, it encourages people to work hard and make every effort to achieve this progress. Awards and recognition programs must be fair and competitive in internal and external markets (Shah, 2012).

## **2.6 Theories and Models of Turnover**

Since the early 19th century, there has been worry over employee turnover. Leschoeir's (1919) study was among the first to examine employee turnover. Empirical research on the reasons behind and effects of employee turnover has significantly increased since then (Sun and Wang, 2016).

Many authors discuss the employee turnover rate. Recently, there has been a greater focus on the concept of turnover intention in both management and behavioural research. Reducing the intent to leave—that is, the behavioural intention to quit—is one strategy to boost employee retention. Studies conducted by organisations have indicated that leaving intentions are crucial for both researchers and organisations since, once people have resigned, it is unlikely that they will be reached to comprehend their previous circumstances (Juhdi, 2013).

According to the Social Exchange Theory viewpoint, workers often assess the quality of their relationship with their organization, and they become more motivated when they discover a quality relationship (Kamau, 2020). Cheche (2017) asserts in Social Exchange Theory, that people have a social tendency to behave in a way that will allow them to maximise the pursuit of their interests. This implies that workers will respond favourably to a positive social structure and unfavourably to a bad one.

Vroom (1964) established the Expectancy Confirmatory Theory (ECT), which asserts that people have expectations for events and become dissatisfied if those expectations are not fulfilled. The idea underlying ECT is that people are typically anticipatory before any occurrence. One experiences satisfaction when expectations are met; yet, dissatisfaction arises when expectations are not met (Jiang & Klein, 2009). According to Ngo-Henha (2017), this theory suggests that management's attempts to assess and satisfy employees' expectations can be viewed as a tactic to keep them on board and eventually restrict their intent to quit.

According to the turnover model, employee turnover is primarily caused by job dissatisfaction. In the past, there has been a noticeable increase in the trends of quantitative research (Mukhopadhyay and Gupta, 2014); empirical research has also revealed a negative relationship between employee turnover and work satisfaction (Wells, 2016).

### **2.6.1 Job Demands - Resources Theory**

Bakker and other researchers constructed the Job Demands-Resources Model (JD-R) model which is a generally accepted and widely used theoretical framework to analyze workplace health and performance (Schaufeli & Taris, 2014; Bakker and Demerouti, 2017). The Job Demands-Resources (JD-R) hypothesis explains how the organisational environment affects the performance and well-being of

employees. Job demands are those parts of a job that call for prolonged effort and are thus linked to physiological and psychological costs (Bakker and Demerouti, 2017).

On the other hand, resources trigger a process that increases motivation: having enough resources at work increases motivation, which raises work engagement. Work engagement is the mental state in which individuals are energised (vigour), enthusiastic (dedication), and so engrossed in their work that time seems to fly (absorption) (Bakker and Demerouti, 2017).

Within this paradigm, the first assumption of the JD-R model is: that there are two primary categories of workplace features—namely, job demands and job resources. Bakker and Schaufeli (2017) state that the amount of workload and resources at which a person does that work is essential for predicting their engagement or burnout. This influences both work performance and health in general. At the turn of the 21st century (2001-2010), in most Western countries, burnout was a serious issue, and academics were starting to see that "people work" workers were not the only ones who suffered from that syndrome. ("people work" workers was the job type without work-life boundaries). No matter the specifics of a work setting, the JD-R model's fundamental concept is that job demands and job resources may be used to depict work situations.

Job demand refers to the physiological, psychological, social, and organizational components of a job that require the employee to use the physical and psychological effort that is required. These are expenses that make a direct impact on the well-being of an individual in terms of both physical and psychological health. On the one side, the job requirements may or may not be favorable, but, on the other hand, the stress on the job will occur when they amount to too much (Bakker, 2007). Job



resources are referred to as job attributes at different levels, namely physical, psychological, social, and organizational, which are usually associated with different professional goals, demands, and costs and attract learning. In addition to providing means for the effective performance of daily activities in the working environment, job resources also help you grow and develop professionally and personally (Bakker, 2007). Employee well-being and mindset are considered two mediation processes that appear in the second assumption of the JD-R framework. Under the JD-R paradigm, the third assumption is, that there can be either a list of demands or a process to be performed. Probably, stress reactions (for example, burnout and excessive anxiety) may occur, and this may cause employee absenteeism or quitting the occupation. The practicality of the “energetic pathway” lies in the string of events from job requirements to absenteeism and attrition through emotional drain. However, resources are more flexible regarding goal realization with the consequence of positive work attitudes such as organizational commitment or diminishing withdrawal such as turnover (Bakker, 2007).

Werner, Friedhelm and Nachreiner also presided over the work of Demerouti whose doctoral candidate is from Oldenburg, Germany. They applied several different ways of analysis, like the discriminant and cluster ones to find out the structure of the work environment and the connection between it and burnout. They also identified many job demands and resources that could be important to employees in terms of people, businesses, transportation, or service. The results showed that there were two categories of job demands, types and products mainly burning work. Work overload was found to be the most obvious predictor of burnout, while work resources were the most important factor associated with stigma. The JD-R theory explains work characteristics through two points of view: the health-damaging

process leads to job demands leading to burnout while the incentive process leads to job outcomes coming with a division of labour (Bakker and Demerouti, 2017). According to Bakker and Wang (2016), it was experimentally proved that self-undermining tends to increase emotional, cognitive, and work demands, leaving the employees to have paid for the stresses, confusion, and conflicts. Additionally, self-assessing was negatively connected with the supervisor's ratings of work performance and positively linked to feelings of tiredness. The findings and hypothesis suggest that workers who have too much stress at work may experience a downward spiral of elevated work demands and increased fatigue by further confirming it. Hence, stressed workers are more likely to do self-sabotage, validating the work and increasing stress levels (Bakker and Demerouti, 2017).

### 2.6.2 Herzberg's Theory of Motivation and Hygiene

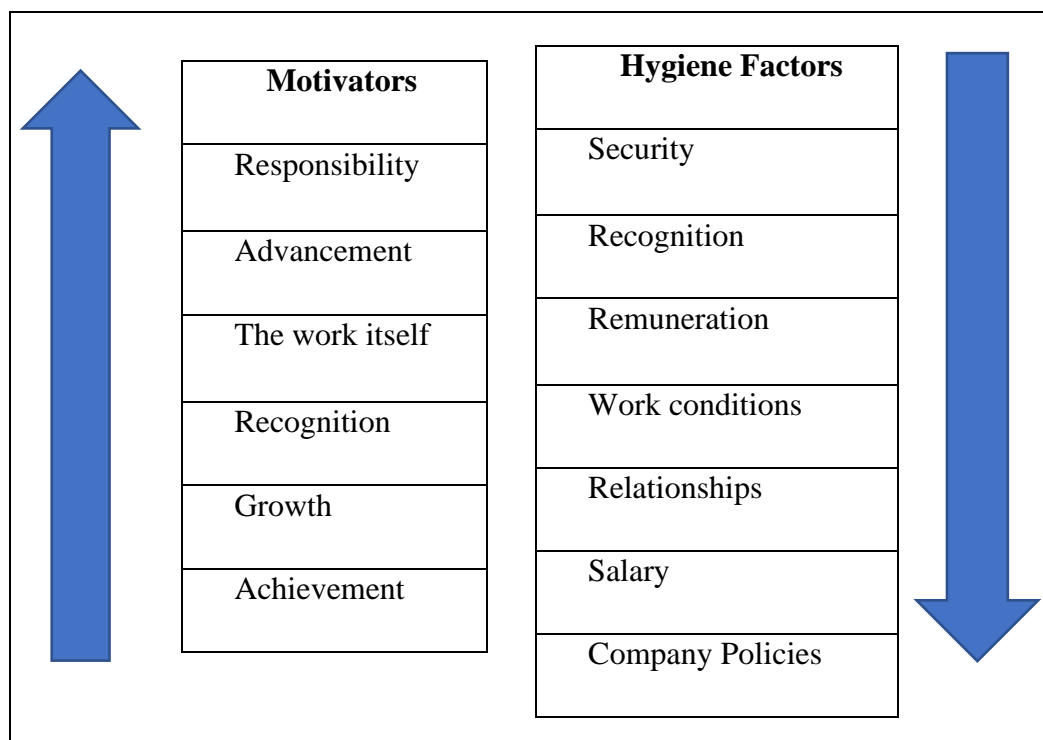


Figure: 2.1: Model of Two-Factor Theory by Herzberg

Frederick Herzberg a psychologist, identified a basis in Maslow's theory of self-actualization to comprehend how workers could use personal progress and create

positive emotions in the workplace. Because Pittsburg was a region teeming with factories and infrastructures at the time, Herzberg concentrated his research there in the late 1950s (Stello, 2011). Similarly, Herzberg's team found a significant role played by extrinsic factors like professional growth & personal achievement for the greater percentage of what they called "hygiene" factors that were primarily working conditions, the level of expertise of the individual overseeing the staff as well as the policies and procedures of the organization (Le, 2014). The theory of Herzberg encompasses the components of the workplace that contribute to the happiness of an employee, or motivators, as well as the elements that lead to discontent, or demotivators, and he examines how these factors impact an employee's satisfaction. In the Aristotelian view success, fame and other similar factors belong to the things which are beyond the scope of the study. Although most of the determinants like the ones that can be attributed to retention and those that can result in resignation are given by Herzberg the theory does not only touch on a few but these as well (Siti and Low, 2019).

Motivation is taking a person to a certain action, and it is about both an activity and a process. Interconnection of both conscious and subconscious motives leads to the issue of built-up strength of one`s inner demand, as well as the value of awards and motivators, that provide the persona with the possible reason to achieve the set goals, along with expectations possessed by the person and his/her peers (Ganta, 2014). The question is – when its mechanisms are correctly channelled motivation is a tool that can let a person achieve positive results as it affects their behaviour concerning intensity, direction, and persistence (McShane & Glinow, 2017). To inspire their staff and get the ideal results, organizations have kept on studying and researching motivation for many years. Several theories explain employee

motivation including expectancy theory, two-factor theory, equity theory, and needs theory Herzberg's two-factor theory of motivation and purity theory provides a concise explanation of how motivation can be classified into two main parts: stimulants and hygiene products. Furthermore, the job satisfaction theory also states other job elements such as income level, job growth prospects, and job security that will impact overall job satisfaction of people.

These elements of motivation are those that have a direct effect on employees' degree of job satisfaction. The composition of these elements contains features such as sharing in organizational decision-making, trouble at work, chances for employee career development, and opportunities for self-improvement both on the job and in the organization. They can do this, as it is mentioned in Figure 2.1 (Low and Siti, 2019). Herzberg's two-factor study in Sri Lanka indicates that motivation and hygiene factors are both relevant to the work setting. Included in the study was the finding that genuinely motivated employees outperform less motivated employees in the crowd among non-employees in supermarkets in Colombo, Sri Lanka. In addition, they try much harder and use more innovation in their work (Nanayakkara and Dayarathna, 2016). As per the study, organisations need to keep an equilibrium between motivational factors as well as hygiene matters to raise performance levels and prevent employee dissatisfaction (Low and Siti, 2019).

### 2.6.3 The Job Embeddedness Theory and Model

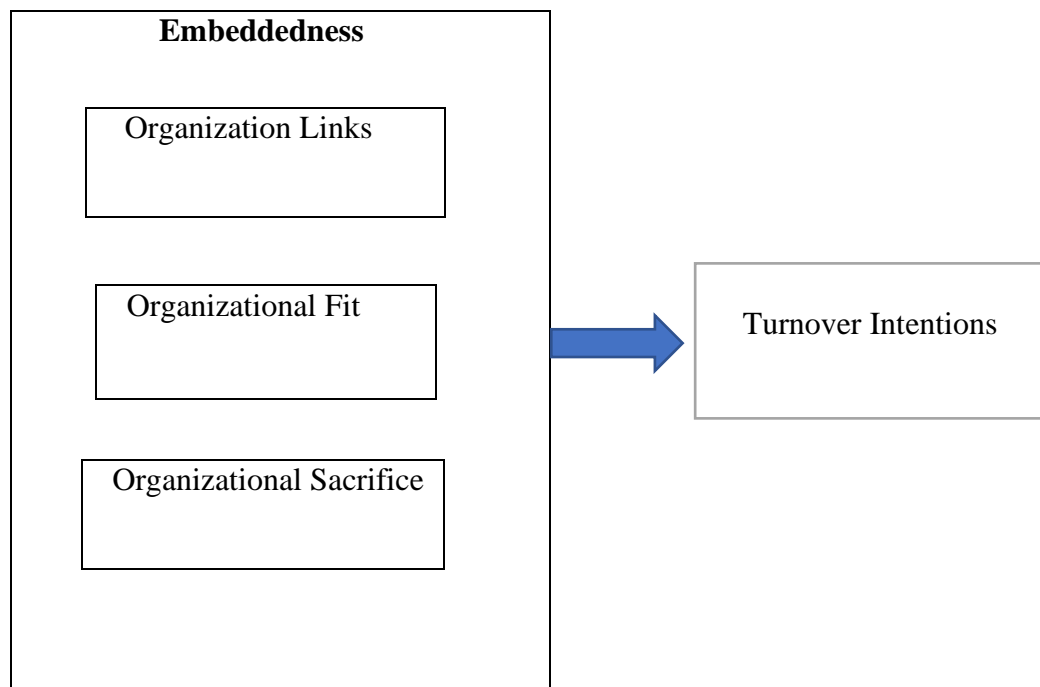


Figure 2.2: Model of Voluntary Turnover Dimensions of the Embeddedness

John S. Besich (2005).

Most of the research on this topic was focused on exploring aspects of job embeddedness instead of finding ways that can be used to increase it or even to determine the influence of such an increase on retention rates. However, the common recommendations for enhancing it comprise fostering relationships, like work parties and informal get-togethers and making use of them at the workplace, finding the right job position, the best opportunities and benefits in the organization, access to local activities & flexible schedules (Lee, 2014).

This field of research has considerably been altered in recent years and has shown that job embeddedness contributes directly to the additional variance in turnover independent of other variables, such as job attitudes and perceived alternates (Jiang, 2012). Classifying different types of staying has also stimulated theoretical generalizations. Job embeddedness can buffer negative emotions associated with

job shocks. Moreover, the researchers have shown that those employees who work with embedded managers or co-workers tend to stay longer (Ng & Feldman, 2012). According to Lee (2014), companies should promote job embeddedness among their workforce to enhance attendance, citizenship, retention, and productivity.

As per Kand and Kim (2015), the two things which were positively correlated to turnover intentions were organizational commitment and work embeddedness. Author Feldman (2012) revealed the role of community embeddedness which was limited and gave examples that also family embeddedness in society is important—maybe even For Americans who choose to stay in a job or neighbourhood they don't like because leaving would hurt their spouse's career or their children's education. According to Ng and Feldman (2012), increases in job embedding exacerbate work-family tensions over time. Groot and Pavlova (2013) identified "job lock" as the feeling of being trapped in a miserable job. This has significant effects on the mental health of workers. As another analysis shows, a person is more engaged and committed to the organization the more they experience an embeddedness at work (Nica, 2018). Furthermore, organizational commitment is also influenced by employee well-being, and it increases by embeddedness in the job at hand (Ahmad, 2022).

## **2.7 Relevant Research on Factors Affecting Teachers' Turnover Intentions**

Esther Jeston (2013) studied the attitude of teachers towards the Profession of teaching, teachers' turnover frequency, and the reasons for such turnover in public secondary schools in Mbozi District in this research. Also, the outcomes of teacher turnover on educational achievement witnessed by school pupils were considered. While 200 participants were selected with the use of simple random sampling, there

was a use of stratified methods to include the representation of both urban and rural schools. Interviews, questionnaires, and document searches were the collection techniques that were used in the research. Qualitative and quantitative data analysis methodologies were applied. Calculations of percentages and frequency distributions, graphs, tabulations, and chi-square tests were carried out utilizing Statistical Package for the Social Sciences and Microsoft Excel. The results had numerous motivations for the teaching career, overall perception of satisfaction level, and career choice. Several teachers wanted to become teachers and get a job, but there were no other vacancies in the forms of labour at that time, thus, some of them just engaged in teaching for a temp period. Besides, some teachers asserted that their work, far from bringing in just money, was immensely meaningful. The higher job satisfaction was caused by the fact that the employee could choose whether s/he was going to enter the same career again under different circumstances. The study found teacher turnover in the concerned area that included a wide variety of social and political problems. It was discovered that one of the contributors to the down performance of students was teacher turnover. The study results show that the rules must be encouraging, and the government should give instructors proper accommodation and remuneration for extra job duties in addition.

The Unfolding Theory was investigated in a study conducted by Tellez (2014) as 107 employees were given an exit survey concerning each dimension of the model just before they resigned from an organization. The report revealed that the Unfolding Theory corresponds well with what employees experience as they go through the various stages that often lead to voluntary termination at a particular company. The research further pointed to the that there may also be the formation of new cognitive pathways besides the fact that entails that different employee groups may have the possibility to exhibit the phenomenon of incident escalation of cognitive pathways. To

create exit analytics that is more credible and information which helps to understand the reasons why people leave an organization, the paper highlights the ways organizations can use the data.

A research article, titled "Teacher Retention at North Anderson High School: The Influence of Job Satisfaction, Teacher Recruiting, and Mentorship Initiatives" (Knauer, 2014), examined the teacher attrition rates at North Anderson High School and the factors that influence whether they continue working for less or more time, including mentorship programs, teacher recruit. The research also focused on ways; by which North Charleston High School can reduce teacher attrition. Research was conducted using surveys and interviews to assess the quality of teacher waste. Human capital or the principles of screening and interviewing people through the thermal lens. They found out why teachers mentioned staying at North Charleston High were students, colleagues, and self-development who acted as a shield against change, but these teachers were more vulnerable to damage due to lack of professional support and for those in leadership positions.

According to Wondimneh (2017), very high monetary costs are caused by voluntary staff turnover and immediate identification of turnover intentions is necessary to enable a firm to implement strategies. The study for Alpha Keranyo Primary and Secondary Schools was carried out to determine the factors behind the high turnover rate of the teaching staff. The research employed a descriptive survey technique. The school selected for our study employs only the permanent staff as teachers. Descriptive statistics percentage, mean, and standard deviation were used to analyze and interpret the results of the questionnaire-based survey According to the study, the following conditions were important for turnover intention: job progress dissatisfaction, dissatisfaction with pay, motivation of teachers in teaching work, inequitable



application of rules, not enough qualifications are maintained for the purpose, and the low salaries received by teachers for non-teaching work is one of the reasons. Teachers must know they will continue their work in the same field. This can be achieved by paying larger wages to teachers and offering them other attractive benefits as well. The most effective way of school management increase is to choose experienced, enthusiastic, and worthy school leaders.

The research study was conducted by Seiph (2021), to understand the role of factors that are causing teachers in private schools at the secondary level to leave (turnover) in Kilolo, Tanzania, but the factors that are influencing employee turnover in private secondary schools in Kilolo were able to be ascertained; the impact of external factors was taken into consideration. The researcher employed an integrated methodological strategy. Sections with a 'cross-sectional approach' of data for the study issue and providing the consequences, were carried out through interviews. The research included a sample of 55, which was taken from the 60 secondary teachers and head teachers. Simple random sampling and selective sampling have been used to take part in selecting the respondents. The conclusions were, that institutional structures, such as teachers' wages, job environments, workplace materials, and job-related satisfaction, contribute to the high turnover of teachers in the Kilolo District. Besides the private secondary schools in the Kilolo District can provide quality working conditions and infrastructure conducive to students learning and teaching but instructors may look for work in other places because of the economy and personal reasons.

Furthermore, Kilolo's private secondary schools just do not have the characteristics that make teachers proud to work for. As shown by the results of this study, low wages or other personal features of teachers are the factors that decrease teachers' retention.

The study states that low salaries or late payment delays, a bad environment, absence of needed work materials, and collaboration of listeners are the key factors that lead to an increase in the rates of teacher turnover.

Alifuddin and Widodo (2021) conducted a study on factors like organizational commitment and salary that affect teachers' willingness to leave their jobs. The research process involved interviews and questionnaires with 207 private school teachers in Indonesia. Data were analyzed using path analysis, with support from a correlation matrix, and descriptive statistics. Based on the results, it was seen that organizational commitment and salary are two main factors greatly affecting instructors' intentions to quit their positions. The paper, additionally, provided an applicable research model that academicians and industry experts could find valuable for application in a variety of fields both at the research and professional levels.

Oad & Niazi (2021) used a survey in 8 private secondary schools in Lyari, Karachi, Pakistan. The study examined the relationship between faculty retention and organizational structure. The study generated three hypotheses. School Students formed the target population. A correlational research design was used. A sample of 200 teachers was selected to fill out the questionnaire. Data were collected using a random sampling method. Pearson correlation was used to test the hypotheses. The results showed a strong relationship between teacher workload, salary structure and staff retention in schools due to professional development opportunities. Moreover, these findings demonstrate that educational management and administration base it on the government standards for teachers' compensation and step-by-step promotions but also highlight the amount of workload and other fringe benefits that the teachers have. Akhtar et al. (2022), delve into the effects of organizational justice on the turnover intentions of employees while considering work satisfaction as a mediator, this paper

focuses on teachers' education while taking work satisfaction as a mediator. The study focused on teacher educators from public universities in Punjab, Pakistan alone. To conduct a comprehensive survey, a census involving all teacher educators working in state universities was done to build up the data. The organization initially used the fairness, turnover and job satisfaction surveys which had been adjusted earlier and a questionnaire was applied for that. The data along with structural equality modelling, and a multivariate statistical analysis, was then done using both descriptive and inferential techniques of statistics. Data has provided that either procedural, distributive, or social justice aspects of the organisation tend to trigger teachers' intentions of exiting their jobs. This was confirmed with job satisfaction showing a moderating role between organizational fairness and such employees' intentions of quitting their jobs.

Collie's study (2023) suggested that job resources: factors including supportive leadership, autonomy, and relatedness, and the three job demands: autonomy (can interfere with or discourage leadership), time pressure, and disruptive student behaviour had a crucial place in teacher's sense of well-being and deep-reaching intentions to leave. Among 426 Australian elementary teachers, the data was taken. The main linkages between variables were investigated using Structural Equation Modeling. The personality traits and teacher workers (gender, age of teaching experience, and educational background) were confounded in all these studies. Typically, job resources usually linked to good well-being factors, while time constraints connect to low vitality but good behavioral engagement. Moreover, job engagement and job well-being were negatively correlated with job intent to leave. On the other hand, management-imposed autonomy and workload-induced time constraints were indicators of job intent to stay. The final model does not include any

product interaction terms. Jointly, the findings lie with the importance of the needs and resources of teachers for job retention.

According to Azkiya, Nurmala and Amir (2023), turnover intention, which is influenced by work motivation, workplace stress, and organisational commitment, can be used to predict teacher turnover. This study aims to ascertain how work motivation affects organisational commitment, job stress, and turnover intention as well as how job stress and organisational commitment affect turnover intention. From March 2022 to June 2023, 77 respondents from PKP Jakarta Islamic School's SMA (senior high school) and SMK (vocational school) participated in this study. The study hypotheses are processed and assessed using SEM-PLS. It can be seen from the data that work motivation influences job stress and organisational commitment as well as teacher turnover intention.

Nasir et al. (2023) conducted a study aimed to determine the factors influencing secondary school teachers' intention to leave their jobs, using the conservation of resource theory and motivational theories as bases. A total of forty chosen schools' teachers completed the self-administered survey. Utilising SPSS, multiple linear regression was performed to address research enquiries. The findings demonstrated that while job satisfaction and compensation had a large negative impact on turnover intention, surface acting, deep acting, job stress, and teacher burnout had a significant beneficial impact. The findings show that poor pay and excessive job stress cause teachers to be dissatisfied with their jobs, which causes many to resign.

### **2.7.1 Comparisons of Different Studies**

From the relevant literature, it can be analyzed that different factors contribute to the turnover intention of teachers. These factors vary from institution to institution based on their specific context. The commonly found factors in most of the research

studies were low salary or remuneration, less growth opportunities, extra workload without extra salary, less job satisfaction, and job resources. However, other contributing factors such as administrative support, job insecurity, fringe benefits and teacher burnout are also evident from the literature.

The literature review indicates that significant research has been conducted on teacher turnover intentions globally, across various educational levels. However, there remains a notable gap in studies focusing specifically on turnover issues at the primary school level within private schools. Further investigation into this particular area could provide valuable insights and contribute to more effective strategies for addressing teacher retention in these settings.

## **CHAPTER 3**

### **METHODS AND PROCEDURES**

This chapter develops the whole research strategy including the method, design, research, population, sample and sampling technique, tool, tool validity and reliability, data collection or gathering and data analysis.

#### **3.1 Research Approach**

Quantitative, qualitative, and mixed-methods data-collecting strategies are the three approaches used in research. Narratives or experiential data is usually counted as qualitative data and quantitative data analysis includes, at its basic level, numerical data collection and analysis (Hayes, 2013). Wisdom (2012) states qualitative and quantitative data are to be employed in single research so that mixed-methods research is achieved. Mixed methods research is a kind of educational research strategy which intends to give combined perspectives, views, and attitudes (Almalki, 2016). The researcher used a mixture of methodologies to gather both data types while ensuring constant uniformity concerning variables, verbiage, and concepts (Creswell & Clark, 2017).

The research study used a mixed-methods design, a sequential approach (Quantitative first approach) specifically tailored to meet the objectives of this study. A combined method gives a more holistic picture of the phenomenon. The research's main target was to identify the factors influencing teachers' turnover intentions. Consequently, these objectives necessitate using an integrated approach, which is a mixed-methods approach. The questionnaire was used as the tool of quantitative data that was taken from the participant sample and subjected to hypotheses test and thus, conclusions

were made regarding the problem under study. Thematic analysis of the qualitative data through interviews was done to recognize the meanings of the collected data.

### **3.2 Research Design**

The design of any research is based on the approach the researcher utilizes when dealing with the topic of study (Hasa, 2017). According to Gachmenti (2015), a research design's objective is to anchor data gathering and analysis methods so that the research objective and economic procedures are in balance. A descriptive survey design was used in this research because the purpose of the study was to explore the factors affecting teachers' turnover intentions. A descriptive research design is an organised approach to gathering data to describe a population, situation, or event. More specifically, it helps with the what, where, when, and how questions of the subject matter, rather than the why (Siedlecki, 2020). To uncover the factors affecting (independent variable) teachers' turnover intentions (dependent variable) at primary school level, the research was built upon a descriptive survey design.

### **3.3 Research Method**

This research follows the pragmatism paradigm for the study. Pragmatism avoids addressing controversial philosophical ideas like reality and truth. Rather, it acknowledges the possibility of a single reality or several realities that are open to empirical investigation (Creswell and Clark, 2011). Scholars who embrace a pragmatic perspective have expressed their belief that an objective reality exists independent of human perception. But this reality is rooted in the natural world and is only accessible to humans via their experiences. (Morgan, 2014).

Dovetail (2023) claims that the descriptive analysis is exploratory research. It serves as a tool that makes it possible for a scientist to get detailed and complex information

about a person, a situation, or anything worth studying. Observational, case studies and surveys are the three main data collection methods in descriptive research. The most widely used method of descriptive research design is surveying. Researchers can conduct diverse studies by using surveys with different formats whereas they can obtain different sorts of data including both qualitative and quantitative data.

A descriptive survey method was utilized to find out those factors that may potentially influence teachers' intentions to quit their jobs. Following the first objective and the third objective, we will explore the factors and subsequently establish the determinants of the turnover intentions.

### **3.4 Overview of Research Objectives**

This research study had three objectives: -

#### **3.4.1 Objective 1. To Explore the Factors Affecting Teachers' Turnover Intentions at Primary School Level.**

In the first objective, the researcher explored the factors affecting teachers' turnover intentions at primary school level by using the Mean as an average score. We get the mean value by dividing the total values by the number of values in the sample. It is most frequently called the arithmetic mean (Vetter, 2017). The researcher applied a Likert scale to obtain information on and explore turnover intent factors. The Likert scale is an interval scale. Consequently, when scale indicates an interval, the central tendency can be calculated as the arithmetic mean according to (Dalati, 2018).

According to research, factors which commonly attract teachers' turnover intentions were measured by the researcher regularly.

So, by using the mixed-methods approach, researchers looked at the factors affecting teachers' choice to leave their jobs through the quantitative information



based on face-to-face interviews and the themes were adopted in this context as variables and sub-variables.

#### **3.4.2 Objective 2. To assess the Frequency of Teachers Turnover Per Year at Primary School Level.**

The second objective was to examine or assess how many teachers left their jobs per year during the period from April 2021 to March 2022 and from April 2022 to March 2023 in the Allied Schools. The turnover was calculated cumulatively as well as individually for the two sessions.

#### **3.4.3 Objective 3. To Determine the Effects of Different Factors on Teachers' Turnover at Primary School Level.**

The third objective was accomplished by analyzing different aspects of teachers' intention who leave primary schools. Different factors were mainly categorized into two main parts: like job demands and job resources as well. The factors of job demand were workload, physical exertion, emotional labour, exposure to hazards and role ambiguity Social support, job control, feedback and recognition, growth opportunities, and compensation and benefits are the considered job resources. Linear regression was applied in a regression analysis to explore the extent of the effect of these factors on intentions to leave the organization. Simply put regression analysis, is one of the statistical tools that can be used for detecting the kind of association between two or more variables (Rafiq, 2019).

### **3.5 Population**

According to Casteel (2021), the sample population is comprised of groups, pairs, people, or communities that could form analytical units and who could then benefit from or apply the findings. The target of this study was people who are affected by the

region's turnover. The study aimed to explore factors causing teacher turnover intentions in private sector schools at the primary level. Thus, the namely teachers and the principals/heads of Allied Schools in Islamabad were being considered for this purpose (Appendix H). The target population for quantitative data included the school heads/principals who left the school during the two sessions: (April 2021- March 2022) and (April 2022 – March 2023). For the qualitative part, the current head/principal of the school was the target population. The number of teacher turnover for the past two years was 180, and the number of primary school principals/heads was 36.

### **3.6 Sampling Technique**

A sample is a representative part of the population. A sample is a group of workpieces out of which data and information are collected (Casteel & Bridier, 2021). Probability Sampling and Non-Probability sampling are the two main types of sampling. The biggest advantage of probability sampling is its suitability for research hypotheses, which are quantitative. The fact that the sample has the characteristic representing an exact probabilistic representation of the research the sampling being chosen at random and provides every member of the population an equal opportunity of selection (Bala and Etikan, 2017). The researcher utilized the simple random sampling technique. By applying the lottery method of simple random sampling, teachers in the population were labelled from 1 to 180 in a sequential order. The numbers were then drawn randomly from the box containing sequential numbers. The probability of the draw decided the portion of the population which was to be taken as the sample.

### 3.7 Sample Size

Gravetter and Wallnau (2017) say that the target population is represented by items selected in these samples. Kim (2017) reports that the results of 60% of studies based on surveys are made with 11 to 20 participants.

Qualitative research needs to know how many subjects are needed to respond to this topic. Consequently, this suggests that data collecting should end as soon as a substantial amount of rich and dense data is available, effectively making it impossible to continue doing so. It should also come to an end when more coding is unable to generate fresh themes or codes (Fusch & Ness, 2015).

Table 3.1

#### *Population and Sample Description*

Sr. No	Category	Population	Sample	Rate of Return
1.	Teachers	180	90 (50% of 180)	86 (95.5%)
2.	Principals	36	18 (50% of 36)	16 (89%)

Table 3.1 displays the teacher's and principal's samples. The sample percentage selected from the population was 50%. The response rate of teachers was 86 out of 90 (95.5%) and of principals was 16 out of 18 (89%).

### 3.8 Construction of Tools

In the research study, two types of tools were used which consisted of a closed-ended questionnaire and an open-ended questionnaire. These questionnaires were designed using Google Forms to collect data through the online platform from the respondents.

Considering the suitability of questionnaires for data collection from a significant percentage of respondents, they had to be taken up as one of the data collection techniques. Also, it's time saving, cheap, and being online creates more anonymity for the respondents (Kumar, 2011). The questionnaires were developed by the researcher herself considering the given literature and problem under study. The closed-ended questionnaire was developed for quantitative data collection. It had three sections: demographic part, the job demands (5 dimensions) and job resources (5 dimensions) and the final section which is based on the dependent variable (TI).

The open-ended questionnaire was developed containing 11 questions based on the three research questions. The researcher has designed these questions for interviews to be conducted with schools' principals/heads.

### **3.8.1 Demographic Section**

The demographic part of the two tools had the following characteristics:

- a) The inclusion of the demographic section of the questionnaire was about gathering basic information on the respondents. It included gender, age, educational background, and professional experience in past job roles.
- b) The first part of the interview questionnaire included a date and a time.

### **3.8.2. Factors Affecting Teachers' Turnover Intentions (Questionnaire)**

The next part of the questionnaire was designed with the cornerstone of an independent variable: factors affecting the turnover intentions of teachers. The two sub-factors dependent variable (Job Demands and Job Resources) were instruments for our experiment. The dimensions of job demand factors included: workload, emotional labour, physical exertion, exposure to hazards, and role ambiguity. The dimensions of the job resources factor included: Social support, control and autonomy, feedback and recognition, compensation and benefits, and growth

opportunities. The other section of the questionnaire was directed to the question of teachers' Turnover intentions which would function as the dependent variable. In the beginning, there were 53 questions in the questionnaire. The questionnaire was also translated in Urdu by the field expert to make it easy and understandable for the respondents and the certificate of translation was obtained (Appendix D).

Table 3.2

*Items in Job Demands, Job Resources, and Turnover Intentions: Listing and Coding*

Variables	Sr.No.	Dimensions	List of Items	Coding range	Total
Job Demands	i.	Workload	5	JD1 - JD5	
	ii.	Physical Exertion	4	JD6 - JD9	
	iii.	Emotional Labor	6	JD10 - JD15	
	iv.	Exposure to Hazards	6	JD16 - JD21	
	v.	Role Ambiguity	5	JD22 - JD26	26
Job Resources	i.	Social Support	3	JR27 - JR29	
	ii.	Feedback and Recognition	4	JR30 - JR33	
	iii.	Autonomy and Control	4	JR34 - JR37	
	iv.	Growth and Opportunities	4	JR38 - JR41	
	v.	Compensation and Benefits	5	JR42 - JR46	20
Turnover Intention (Dependent Variable)			7	TI1-TI7	7
Total					53

As is seen in Table 3.2, a description of the measurement scale is presented. The measure was based on the two variables. The independent variable was comprised of two sub-variables (factors) job demands and resources. The tool contained, 5 sub-factors of job demand, of which 26 items, and 5 sub-factors of job resource, of which 20 items as well. The dependent variable (Turnover intention) was comprised of 7 items. The tool comprised 53 questions in total.

### **3.8.3 Factors Affecting Teachers' Turnover Intentions (Interview Questions)**

An open-ended questionnaire was designed for interviews by the researcher as the instrument of qualitative data collection. Following the first research objective i. e., to explore the factors affecting teachers' turnover intentions at primary school level, 11 items were formulated by the researcher for interview (Appendix I). The questions were about the experiences of principals that are relevant to the research topic, questions, and objectives. Three questions were developed to obtain data on the first research question. Further three questions were concerning the second research question. The other three questions addressed the third research question. The remaining 2 questions were based on the opinion of the principals to suggest strategies for reducing teachers' turnover intentions.

#### ***3.8.3.1 Research Questions***

Q1: What are factors affecting turnover intentions of teachers at Primary School level?

Q2: Which factors have more influence than the others on the turnover intentions of teachers at Primary School Level?

Q3: To what extent do the determinants (factors) of turnover have influence over teacher intention to leave at Primary School Level?

### **3.8.4 Likert Scale**

The five-point Likert scale was used by the researcher to assess and determine the factors affecting teachers' turnover intentions. The five points of the Likert scale are as follows:

- i. Strongly Disagree
- ii. Disagree
- iii. Not Sure
- iv. Agree Strongly
- v. Disagree

#### ***3.8.4.1 Coding Method***

The following method was used to code the scale of the questionnaire:

For Strongly Disagree: 1

For Disagree: 2

For Not Sure: 3

For Agree: 4

For Strongly Agree: 5

### **3.8.5 Research Tools' Validity**

For the study, two different kinds of tools were created: a closed-ended questionnaire and an open-ended questionnaire. Concerning the validation of

research tools, the researcher involved three Education experts (Appendix F). The study's objectives, hypotheses, research questions, and conceptual framework were taken into consideration when validating the instruments. Initially, the professionals provided their insightful recommendations for enhancing the instruments. The researcher upgraded the tools based on recommendations from the experts, and the experts subsequently validated them (Appendix G). Table 3.2 lists the names of the experts who validated the instrument.

Table 3.3

*Expert's List for Validation of Tools*

Expert's Names	Designations	Institutes Names	Date
Dr. Aisha Bibi	Assistant	NUML, Islamabad	3/10/2023
	Professor		
Dr. Farkhanda Tabassum	Assistant	NUML, Islamabad	4/8/23
	Professor		
Dr Munazza Mahmood	Assistant	IIUI, Islamabad	14/9/2023
	Professor		

A list of the experts who did tool validation is shown in Table 3.3.

### **3.8.6 Pilot Study**

The researcher approached teachers similar to the population but not the same to gather data for the pilot study. Forty-six individuals outside of the sample provided



the data, which was gathered using Google Forms. The responders received assurances that the information would be kept confidential and would not be shared with third parties because it was solely being used for research. Statistical tests were used to conduct a pilot test on the acquired data.

### 3.8.7 Reliability of the Instruments

The data was examined for pilot testing to determine the scale's positive and negative aspects. Regarding the quantitative data obtained from the questionnaire, its validity and reliability were examined using Cronbach's Alpha statistical analysis tool. An independent variable (Factors Affecting Teachers' Turnover Intentions) along with two sub-variables, namely job demands and job resources and a dependent variable (TI) comprised the questionnaire. Cronbach's Alpha coefficient was calculated for each set of items included in a variable. According to Taber (2018), the appropriate value of Cronbach's Alpha is 0.7, while values higher than 0.6 are also acceptable. The final reliability test of the tool was 0.876, as per the pilot test result.

Table 3.4

Reliability of Tool (Factors Affecting TI)

Sr. No	Variables	Items Total	Reliability
1.	JD (Job Demand)	26	0.734
2.	JR (Job Resources)	20	0.848
3.	TI (Turnover Intentions)	7	0.815

The reliability of the questionnaire is presented in Table 3.4, in which the reliability of the three main sections of the questionnaire was specified. The independent variable had two sub-variables which were job demands and job resources. The dependent variable was turnover intention. The reliability for all the items in the job demands, job resources and turnover intentions were separately calculated using Cronbach's Alpha. Firstly, the job demand factor reliability for 26 items was calculated, which was found as 0.735, and then for job resource factors, which was found as 0.848. The turnover intentions' reliability for 7 items was found as 0.815.

### 3.8.8 Items Total Correlation Analysis

To evaluate the tool's reliability during pilot testing, correlation analysis for the entire set of items was carried out. The relationship between each item and the scale's overall score is indicated by the item total correlation. The two main sections' respective item-total correlations, job demands and job resources, were calculated.

Table 3.5

*Item-total correlation of Job Demands (n=26)*

Sr No.	Items' Codes	r
1.	JD1	0.417**
2.	JD2	0.556**
3.	JD3	0.635**
4.	JD4	0.478**

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5.	JD5	0.496**
6.	JD6	0.607**
7.	JD7	0.152
8.	JD8	0.341*
9.	JD9	0.432**
10.	JD10	0.344**
11.	JD11	0.363*
12.	JD12	0.246
13.	JD13	0.376*
14.	JD14	0.249
15.	JD15	0.409**
16.	JD16	0.229
17.	JD17	0.296*
18.	JD18	0.338*
19.	JD19	0.243
20.	JD20	0.256

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21.	JD21	0.256
22.	JD22	0.323*
23.	JD23	0.160
24.	JD24	0.419**
25.	JD25	0.353*
26.	JD26	0.384**

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\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (1-tailed).

Items of job demands and their corresponding codes and associations are displayed in Table 3.5. In the job demand section, 26 items are listed. The most significant connection was obtained in the case of JD3 (Q3). Most of the relationships showed positive results except for JD7, JD12, JD14, JD16, JD19, JD20, JD21 and JD23. These parts of the questionnaire were revised to make sure that respondents would perceive them correctly.

Table 3.6

*Item-total correlation of Job Resources (n=20)*

Sr No.	Items' Codes	r
1.	JR27	0.624**
2.	JR28	0.590**
3.	JR29	0.485**
4.	JR30	0.484**
5.	JR31	0.417**
6.	JR32	0.659**
7.	JR33	0.663**
8.	JR34	0.00
9.	JR35	0.274
10.	JR36	0.724**
11.	JR37	0.622**
12.	JR38	-.211
13.	JR39	0.609**

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14.	JR40	0.733**
15.	JR41	0.793**
16.	JR42	0.539**
17.	JR43	0.550**
18.	JR44	0.473**
19.	JR45	0.381**
20.	JR46	0.653**

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\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (1-tailed).

The job resources items' total correlation with corresponding codes is displayed in Table 3.6. Item JR41 (Q41), with a correlation of 0.793, had the highest correlation. JR34, JR35, and JR38 items displayed no correlation, a weak correlation, and a negative correlation, respectively. JR34 and JR38 were eliminated and JR35 was improved.

Table 3.7

*Item-total correlation of TI (n=7)*

Sr No.	Item's codes	r
1.	TI1	0.758**
2.	TI2	0.793**
3.	TI3	0.627**
4.	TI4	0.488**
5.	TI5	0.709**
6.	TI6	0.678**
7.	TI7	0.758**

\*\* . Correlation is significant at the 0.01 level (1-tailed).

In Table 3.7, the item-total correlation of the dependent variable (TI) can be observed. A strong positive correlation was shown by all items. At the 0.01 significance level, the item-total correlation for every item was significant.

Table 3.8

*Pilot Testing the Intersection Correlation of Factors Affecting Teachers' Turnover Intentions (n = 53)*

Sections	Job Demands	Job Resources	Turnover Intentions
Job Demands	1		
Job Resources	0.313*	1	
Turnover Intention	0.083	0.872**	1

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (1-tailed).

As per the result of Table 3.8, the positive correlation coefficient of 0.313 between workload and work resources is significant. Job demands and turnover intention had a correlation of 0.083, whereas job resources and turnover intention had a correlation of 0.872.



### 3.9 Research Tool Revision

Table 3.9

*Job Demand and Resources Modified Items*

Codes	Old Items	New Items
JD7	I often felt depressed at work.	I often felt disheartened at work.
JD12	I work hard to feel the emotion, I need to show it to others.	I put in a lot of effort to display the emotions required at work.
JD14	I easily expressed positive emotions to students as expected for my job.	I effortlessly conveyed positive emotions to students for my job.
JD16	My workplace was safe.	My workplace was secure.
JD19	The school administration placed a strong emphasis on workplace safety.	The school administration highly prioritized workplace safety.
JD20	There were first aid or medical facilities for emergencies.	First aid and medical facilities were available at my workplace.
JD21	Overcrowded classrooms increased the risk of viral infections	Crowded classrooms raised the the likelihood of viral infections.
JD23	I felt certain about how much authority I had.	I was clear about the extent of my authority.
JR35	I could usually do what I wanted on my job without consulting my principal.	I typically had the freedom to make decisions without needing to consult of principal.

In Table 3.9, there are 8 items in the job demand variable and 1 item in the job resource variable. To improve the questionnaire's reliability, these items were updated.

Table 3.10

*Final Version List of Items: Factors Affecting Teachers' Turnover Intentions*

Factors	Sr No.	Sub-Factor	Items List	Coding Range	Total
Job Demands	i.	Workload	5	JD1 - JD5	26
	vi.	Physical Exertion	4	JD6 - JD9	
	vii.	Emotional Labor	6	JD10 - JD15	
	viii.	Exposure to Hazards	6	JD16 - JD21	
	ix.	Role Ambiguity	5	JD22 - JD26	
Job Resources	i.	Social Support	3	JR27 - JR29	18
	ii.	Feedback and Recognition	4	JR30 - JR33	
	iii.	Autonomy and Control	3	JR34 - JR36	
	iv.	Growth and Opportunities	3	JR37 - JR39	
	v.	Compensation and Benefits	5	JR40 - JR44	
Turnover Intention			7	TI1 - TI7	7
					51

The final form of the list of items along with their corresponding codes is displayed in Table 3.10. The job demands comprised 26 factors, the job resources contained 18

items, and the turnover intentions contained 7 items. In the tool's final version, there were 51 items in all.

Table 3.11

*The Revised Research Tool's Reliability*

Sr. No.	Variables	Reliability
1.	Job Demand	0.734
2.	Job Resources	0.877
3.	Turnover Intentions	0.815

Table 3.11 highlights the fact that the reliability of each variable showed improved reliability. After the necessary adjustments in the revised/updated tool, the overall reliability rose from 0.876 to 0.880.

### **3.10 Data Collection**

Gathering data is the phase that makes research stand unique and this stage gives it a lead. The method of data collection implemented in this study involved the teachers and principals in private schools (Allied Schools). The researcher visited the regional office of the school and presented the letter issued by the NUML authorities (Appendix C). On this basis, the researcher did not have the freedom to enter school campuses which compelled the researcher to take the data through the regional office utilizing Google Forms. Google Forms comprising the questionnaire and interview questions have been sent by email to the office. The respondents were asked to open the link and register

with the requirements. Consequently, the data collected through the web platform from the relevant representation of the research participants in this study.

### **3.11 Data Analysis**

With the use of a statistical package (SPSS), the collected quantitative data was analysed using mean and linear regression to test the null hypotheses and achieve the objectives. Null hypotheses may result in type I and type II errors. To minimize the effect of type I error, the researcher used 0.05 and 0.01 levels of significance. To minimize the effect of type II errors, the researcher selected a large sample size. The selection of parametric tests as mean, and regression analysis also minimizes the effects of type I and type II errors. A thematic analysis was carried out on the qualitative data obtained from the interviews. To fulfil the objectives, themes were developed from the qualitative data. Chapter 4 included tabular, and descriptive representations of the analysis's results. The study objective and related techniques for statistical analysis are presented in Table 3.12.

Table 3.12

*Tests of Statistics Used in Analysis*

Sr.	Objectives	Hypotheses	Statistical Tests
1.	To explore the factors affecting Teachers' turnover intentions at Primary school Level.		Mean
2.	To assess the frequency of teachers' turnover per year at Primary School Level.		Mean
3.	To determine the effects of different factors on teachers' turnover intentions at Primary School Level.	H <sub>0</sub> 1: There is statistically no significant effect of job demands on teachers' turnover Intentions at Primary School Level.	Linear Regression
		H <sub>0</sub> 2: There is statistically no significant effect of job resources on teachers' turnover intentions at Primary School Level.	Linear Regression

To achieve the goals, the data were subjected to a variety of statistical tests and procedures, which are shown in Table 3.12. The researcher employed the mean score to achieve the first objective, which was to explore the factors influencing teachers' intentions to leave their jobs. By calculating the mean score from the data, the second

objective of assessing the annual frequency of teacher turnover was also accomplished. The final objective, determining how various factors affected teachers' intentions to leave their jobs, was achieved by applying linear regression analysis to test the null hypotheses. Linear regression analysis has the assumptions of linearity, normality, additive, homoscedasticity, and independence.

Inductive thematic analysis was used for analysing the data collected through an open-ended questionnaire. To fulfil the objectives of exploring the factors affecting teachers' intentions to leave their jobs, the recurring themes were found and examined following the research questions. The thematic analysis entailed identifying, analysing, and documenting data patterns. Themes pertinent to the three primary study questions were developed by combining the codes that were created. After that, certain themes were generated. To conclude, a counter-analysis of the quantitative and qualitative data was also conducted.

### **3.12 Research Ethical Considerations**

The ethical standards that must be met by any research study were adhered to in this study as well. The researcher obtained the letter of reference from the Educational Sciences Department, NUML. For collecting data, that letter was delivered to the Allied Schools regional headquarters in Islamabad. The responders were given the assurance that their data would be kept private and utilised exclusively for research by adding a cover letter with the data collecting instrument.

### **3.13 Delimitations**

This study had the following delimitations due to limited time and resources:

- This study is delimited to the Allied School System in Islamabad at the primary school level.

- Teachers' turnover in the past two academic sessions (April 2021 to March 2022 and from April 2022 to March 2023) was only considered.
- Teacher turnover is measured using the Job Demands and Resources Model given by Bakker & Demerouti, 2007 as cited in Bakker and Demerouti (2017).

Due to the representative nature of Allied Schools in the context of Islamabad were selected for the study. By focusing on specific schools, the study can provide detailed insights and obtain more homogeneous data, which leads to more consistent results.

Selecting current and recent data from the past two years can bring more reliable results. By the time, the conditions and factors affecting turnover may vary.

## CHAPTER 4

### ANALYSIS OF DATA

The analysis of data and its interpretation of the research objectives, questions and hypotheses, are explained in this chapter. Using a descriptive survey design, the research used a mixed-methods approach. The study involved two variables: an independent variable and a dependent variable. The researcher used an open-ended questionnaire for an interview and a closed-ended questionnaire as the tools. While deductive thematic analysis was used to analyse the qualitative data, mean and linear regression statistical techniques were used to analyse the data collected through the questionnaire. After analysis, the data was interpreted by giving them a logical interpretation to conclude about the data gathered.

#### 4.1 Summary of Analysis (Final Tool)

There are four sections in this chapter. The sequential design (Quan + Qual) was used by the researcher to assess the data following the scope of the study and to achieve the objectives. The quantitative was analyzed in the first phase whereas the qualitative was analyzed subsequently. Statistical tests such as mean and linear regression analysis were applied to the quantitative data and thematic analysis to the qualitative data.

**Section I** is based on general information about the respondents titled 'Demographic Data'. This section included general information about the respondent such as gender, age, and past teaching experience at primary school level.

**Section II** is based on the first objective of the study i.e., to explore the factors affecting teachers' turnover intentions at primary school level. For this purpose, all the



job demands, and job resource factors were deeply assessed. Quantitative data was analysed using mean score and qualitative data through thematic analysis.

**Section III** is based on the second objective of the study i.e., to assess the frequency of teacher turnover per year at primary school level. For this purpose, individual and cumulative frequencies were calculated for each factor (job demands and job resources) and the mean score was calculated.

**Section IV** is based on the third objective of the study i.e., to determine the factors affecting teachers' turnover intentions at primary school level. This objective was achieved by testing the hypotheses using linear regression analysis. There were two main hypotheses and 10 sub-hypotheses. This section included a detailed analysis and interpretation of factors affecting teachers' turnover intentions at primary school level.

**Section V** is based on the first objective of this research. This objective is analyzed by both quantitative and qualitative analysis. This section contained the analysis of open-ended questions. The deductive thematic analysis was applied for the analysis of qualitative data.

## **Section I**

### **4.2 Demographic Presentation of the Sample (Teachers)**

Table No 4.1

*Gender-Based Sample Distribution (n=86)*

Gender	Frequency	Percentage
Male	19	22.1%
Female	67	77.9%
Total	86	100%

Table 4.1 indicates gender-wise sample distribution. There were 86 respondents in total, out of which 19(77.9 %) were male and 67(77.9 %) were female. These respondents were the teachers at Allied Schools who turned over during the past two academic sessions from April 2021- March 2022 to April 2022-March 2023.

Table No 4.2

*Sample Distribution Based on Age (n= 86)*

Age	Frequency	Percentage
21 – 25	28	32.6%
26 – 30	31	36%
31 – 35	18	20.9%
36 and above	9	10.5%
Total	86	100%

The four categories of age along with their frequency and percentage are indicated in table 4.2. There were 28(32.6%) number of teachers with an age limit of 21 – 25, 31(36%) number of teachers with an age limit of 26 – 30, 18(20.9%) number of teachers with an age limit of 31 – 35, and 9(10.5%) number of teachers with an age limit of 36 and above in the sample of teachers.

Table No 4.3

*Sample Distribution Based on Previous Job Experience (n=86)*

Previous Job Experience	Frequency	Percentage
1 – 5	64	74.4%
6 – 10	10	11.6%
11- 15	5	5.8%

More	7	8.1%
Total	86	

Table 4.3 indicates the classification of previous job experience of the teachers. There were four categories in total. 64(74.4%) respondents (teachers) had 1 – 5 years of job experience in the Allied School, 10(11.6%) respondents (teachers) had 6 – 10 years of job experience in the Allied School, 5(5.8%) respondents (teachers) had 11 – 15 years of job experience in the Allied School, 7(8.1%) respondents (teachers) had more than 15 years of job experience in the Allied School.

## Section II

### 4.3 Objective No.1: To explore the factors affecting teachers' turnover intentions at primary school level

Table No 4.4

*Job Demand Factors Affecting Teachers' Turnover Intentions (n=86)*

Sr. no	Job Demand Factors	n	Mean	Mean of Mean	Status
1.	Workload	86	15.047	3.009	Neutral
2.	Physical Exertion	86	12.361	3.090	Neutral
3.	Emotional labor	86	21.837	3.639	Agree
4.	Exposure to Hazards	86	22.883	3.813	Agree
5.	Role Ambiguity	86	16.318	3.264	Neutral

Table 4.4 indicates the mean score of five job demand factors. The respondents were 86 in total. The mean score of Workload was found to be (15.047), mean of Physical

Exertion was (12.361), mean of Emotional Labor was (21.837), the mean of Exposure to Hazards was (22.883) and mean of Role Ambiguity was found as (16.318). The highest mean score was shown in the Exposure to Hazards factor, whereas the Physical Exertion factor showed the lowest mean score.

15.047% were the respondents (teachers) who were neutral that they were unable to meet the demands of the job. They worked for long hours, and they felt tired every day due to an excessive workload. Their average working hours were longer than normal, and they worked overtime.

12.361% were the respondents who were neutral about feeling exhausted and depressed after daily work. The difficulty of the job brought them sleeplessness and they often felt unhealthy during their job.

21.837% were the respondents who agreed that they always expressed positive emotions about their job. Teachers worked hard to feel the emotions needed for the job. They expressed positive emotions to students as expected for the job. They hide their anger about anything students have done.

22.883% were the respondents who agreed that the school provided a safe workplace, and that they were satisfied at their workplace. There was a good working environment at school and the administration of the school gave workplace safety a lot of emphasis.

The school also provided a first aid facility in emergencies.

16.318% of teachers responded neutrally that they were certain about the roles and responsibilities of the jobs. However, they were confused about the job's goals and objectives, and role ambiguity affected their job performance and satisfaction.

Table No 4.5

*Job Resource Factors Affecting Teachers' Turnover Intentions (n=86)*

Sr. No	Job Resources Factors	n	Mean	Mean of Mean	Status
1.	Social Support	86	11.639	3.879	Agree
2.	Feedback and Recognition	86	14.861	3.715	Agree
3.	Control and Autonomy	86	9.663	3.221	Neutral
4.	Growth Opportunities	86	10.407	3.469	Partially Agree
5.	Compensation and Benefits	86	14.034	2.807	Neutral

Table 4.5 indicated the mean scores for job resource factors to explore the factors affecting teachers' turnover intentions. The mean score of Social Support was found as (11.639). The mean score of Feedback and Recognition was (14.861), the mean of Control and Autonomy was (9.663), the mean of Growth Opportunities was (10.407), and the mean of Compensation and Benefits was (14.034). The highest mean score was shown by the Feedback and Recognition factor of Job Resources, whereas the lowest mean score was shown by the Control and Autonomy factor of Job Resources. 11.639% of teachers responded that they were satisfied with the support provided to them by their colleagues and principal at their workplace. The head/principal was always willing to them whenever they needed it. 14.861% were those teachers who agreed that the principal and their colleagues gave them Proper feedback and recognition of their work efforts and achievements.

9.663% of teachers responded neutrally that they required approval of the decisions from the head/principal before they could act. The school also gave them self-confidence, freedom of thought and actions in doing their work.

10.407% of teachers partially agreed that those who did well on the job got a fair chance of being promoted. They were also satisfied with the job-related training and the career advancement opportunities offered at the school.

14.034% of teachers responded neutrally that they were paid a fair amount for their work and that the benefit packages were equitable to all teachers. The salary adequately met their needs. They were also neutral on the chances of an increase in salary and the fair reward system of the school on the increased efforts by the teachers.

### **Section III**

#### **4.4 Objective No.2: To assess the frequency of teacher turnover per year at primary school level**

Table No 4.6

##### *Frequency of Teachers' Turnover Per Year*

Sr. No.	Session	Frequency(f)	Mean	Percentage
1.	April 2021-March 2022	89		49.44%
2.	April 2022-March 2023	91		50.56%
	Total	180	180/2=90	100%

Table 4.6 shows the frequency of turnover during the past two sessions. The frequency of turnover for the session (April 2021-March 2022) was 89 (49.44%). The frequency of turnover for the session (April 2022- March 2023) was 91(50.56%). The mean

turnover for the last two sessions was calculated as 90. Total turnover was found as 180 for all the branches of Allied Schools in Islamabad.

## Section IV

### 4.5 Objective No.3: To determine the factors affecting teachers' turnover intentions at primary school level

**H<sub>01</sub>:** There is statistically no significant effect of job demands on the teachers' turnover intentions at Primary School Level.

Table No 4.7

*Effect of Job Demands on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Job Demands	Turnover Intentions	0.147	1.349	0.001	0.021

\*\*P < 0.01

\*P < 0.05

Table 4.7 shows the effect of the independent variable (Job Demands) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.021) represents that the independent variable had a 2.1% effect on the dependent variable. The value of Beta ( $\beta=0.147$ ) was positive and significant at 0.05 level of significance. So, hypothesis **H<sub>01</sub>** "There is statistically no significant effect of job demands on the teachers' turnover intentions at Primary School Level" is rejected.

Furthermore, it can be analyzed that the statistical results (R<sup>2</sup>, beta, and significance level) indicate, contrary to the null hypothesis, that job demands have a significant impact on teachers' turnover intentions at the primary school level. In this particular

setting, the analysis emphasises the significance of job demands in determining turnover intentions.

H<sub>01a</sub>: There is statistically no significant effect of workload on the teachers' turnover intentions at Primary School Level.

Table No 4.8

*Effect of Workload on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Workload	Turnover Intentions	0.238	2.245	0.027	0.057

\*\*P < 0.01

\*P < 0.05

Table 4.8 shows the effect of the independent variable (Workload) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.057) represents that the independent variable had a 5.7% effect on the dependent variable. The value of Beta ( $\beta=0.238$ ) was positive and significant at 0.05 level of significance. So, hypothesis **H<sub>01a</sub>** "There is statistically no significant effect of workload on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance.

It was analysed that workload significantly influenced turnover intentions among teachers at the Primary School Level. This conclusion is supported by the statistical findings (R<sup>2</sup>, beta coefficient, significance level), which collectively reject the null hypothesis and indicate a meaningful effect of workload on turnover intentions and a considerable determinant of turnover intention.

H<sub>01b</sub>: There is statistically no significant effect of physical exertion on teachers' turnover intentions at Primary School Level.



Table No 4.9

*Effect of Physical Exertion on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Physical Exertion	Turnover Intentions	0.305	2.938	0.04	0.093

\*\*P&lt; 0.01

\*P&lt; 0.05

Table 4.9 shows the effect of the independent variable (Physical Exertion) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.093) represents that the independent variable had a 9.3% effect on the dependent variable. The value of Beta ( $\beta=0.305$ ) was positive and significant at 0.05 level of significance. So, hypothesis **H<sub>01b</sub>** "There is statistically no significant effect of Physical Exertion on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance. Furthermore, it was analyzed that physical exertion had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention.

H<sub>01c</sub>: There is statistically no significant effect of emotional labour on teachers' turnover intentions at Primary School Level.

Table No 4.10

*Effect of Emotional Labor on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Emotional Labor	Turnover Intentions	-0.217	-2.034	0.045	0.047

\*\*P < 0.01

\*P < 0.05

Table 4.10 shows the effect of the independent variable (Emotional Labour) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.047) represents that the independent variable had a 4.7% effect on the dependent variable. The value of Beta ( $\beta = -0.217$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>o1c</sub>** "There is statistically no significant effect of emotional labor on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance. Furthermore, it was analyzed that emotional labor had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention in the context of the study.

H<sub>o1d</sub>: There is statistically no significant effect of exposure to hazards on teachers' turnover intentions at Primary School Level.

Table No 4.11

*Effect of Exposure to Hazards on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Exposure to Hazards	Turnover Intentions	-.110	-1.012	0.314	0.012

\*\*P < 0.01

\*P < 0.05

Table 4.11 shows the effect of the independent variable (Exposure to Hazards) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.012) represents that the independent variable had a 1.2% effect on the dependent variable. The value of Beta ( $\beta = -0.110$ ) was negative and non-significant. So, hypothesis **H<sub>01a</sub>** "There is statistically no significant effect of exposure to hazards on the teachers' turnover intentions at Primary School Level" is not rejected at 0.05 level of significance.

Furthermore, it was analyzed that exposure to hazards had a non-significant effect on teachers' turnover intention at primary school level and it's not a considerable determinant of turnover intention in the context of the study.

H<sub>01e</sub>: There is statistically no significant effect of role ambiguity on teachers' turnover intentions at Primary School Level.

Table No 4.12

*Effect of Role Ambiguity on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Role Ambiguity	Turnover Intentions	0.133	1.218	0.227	0.018

\*\*P &lt; 0.01

\*P &lt; 0.05

Table 4.12 shows the effect of the independent variable (Role Ambiguity) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.018) represents that the independent variable had a 1.8% effect on the dependent variable. The value of Beta ( $\beta = 0.133$ ) was positive and non-significant at a 0.05 level of significance. So, hypothesis **H<sub>01</sub>** "There is statistically no significant effect of role ambiguity on the teachers' turnover intentions at Primary School Level" is not rejected at 0.05 level of significance.

Furthermore, it was analyzed that role ambiguity had a non-significant effect on teachers' turnover intention at primary school level and it's not a considerable determinant of turnover intention in the context of the study.

**H<sub>02</sub>:** There is statistically no significant effect of job resources on teachers' turnover intentions at Primary School Level.

Table No 4.13

*Effect of Job Resources on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Job Resources	Turnover Intentions	-.443	-4.525	0	0.196

\*\*P < 0.01

\*P < 0.05

Table 4.13 shows the effect of the independent variable (Job Resources) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.196) represents that the independent variable had a 19.6% effect on the dependent variable. The value of Beta ( $\beta = -.433$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>02</sub>** "There is statistically no significant effect of Job Resources on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance. Furthermore, it was analyzed that the overall job resource factor had a significant effect on teachers' turnover intention at primary school level and is a considerable determinant of turnover intention in the context of the study.

H<sub>02a</sub>: There is statistically no significant effect of social support on teachers' turnover intentions at Primary School Level.

Table No 4.14

*Effect of Social Support on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Social Support	Turnover Intentions	-.352	-3.442	0.001	0.124

\*\*P < 0.01

\*P < 0.05

Table 4.14 shows the effect of the independent variable (Social Support) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.124) represents that the independent variable had a 12.4% effect on the dependent variable. The value of Beta ( $\beta = -.352$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>02a</sub>** "There is statistically no significant effect of Social Support on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance. Furthermore, it was analyzed that social support had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention in the context of the study.

H<sub>02b</sub>: There is statistically no significant effect of feedback and recognition by the organization on teachers' turnover intentions at Primary School Level.

Table No 4.15

*Effect of Feedback and Recognition on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Feedback and Recognition	Turnover Intentions	-.411	-4.131	0.000	0.169

\*\*P < 0.01

\*P < 0.05

Table 4.15 shows the effect of the independent variable (Feedback and Recognition) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.169) represents that the independent variable had a 16.9% effect on the dependent variable. The value of Beta ( $\beta = -.411$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>02b</sub>** "There is statistically no significant effect of Feedback and Recognition on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance.

Furthermore, it was analyzed that feedback and recognition had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention in the context of the study.

H<sub>02c</sub>: There is statistically no significant effect of Control and Autonomy on teachers' turnover intentions at Primary School Level.

Table No 4.16

*Effect of Control and Autonomy on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Control and Autonomy	Turnover Intentions	-.255	-.2414	0.018	.065

\*\*P < 0.01

\*P < 0.05

Table 4.16 shows the effect of the independent variable (Control and Autonomy) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.065) represents that the independent variable had a 6.5% effect on the dependent variable. The value of Beta ( $\beta = -.255$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>02c</sub>** "There is statistically no significant effect of Control and Autonomy on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance.

Furthermore, it was analyzed that control and autonomy had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention in the context of the study.

H<sub>02d</sub>: There is statistically no significant effect of growth opportunities on teachers' turnover intentions at Primary School Level.



Table No 4.17

*Effect of Growth Opportunities on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Growth Opportunities	Turnover Intentions	-.169	-1.576	0.119	0.029

\*\*P < 0.01

\*P < 0.05

Table 4.17 shows the effect of the independent variable (Growth Opportunities) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.029) represents that the independent variable had a 2.9% effect on the dependent variable. The value of Beta ( $\beta = -.169$ ) was negative and non-significant at 0.05 level of significance. So, hypothesis **H<sub>02a</sub>** "There is statistically no significant effect of Growth Opportunities on the teachers' turnover intentions at Primary School Level" is not rejected at 0.05 level of significance.

Furthermore, it was analyzed that growth opportunities had a non-significant effect on teachers' turnover intention at the primary school level and it's not a considerable determinant of turnover intention in the context of the study.

H<sub>02c</sub>: There is statistically no significant effect of compensation and benefits on teachers' turnover intentions at Primary School Level.

Table No 4.18

*Effect of Compensation and Benefits on Teachers' Turnover Intentions (n=86)*

Independent Variable	Dependent Variable	$\beta$ (Coefficient)	t	Sig.	R <sup>2</sup>
Compensation and Benefits	Turnover Intentions	-0.325	-3.148	0.002	0.106

\*\*P < 0.01

\*P < 0.05

Table 4.18 shows the effect of the independent variable (Compensation and Benefits) on the dependent variable (Turnover Intentions). The value of R<sup>2</sup> (0.106) represents that the independent variable had a 10.6% effect on the dependent variable. The value of Beta ( $\beta = -0.325$ ) was negative and significant at 0.05 level of significance. So, hypothesis **H<sub>02</sub>** "There is statistically no significant effect of Compensation and Benefits on the teachers' turnover intentions at Primary School Level" is rejected at 0.05 level of significance.

Furthermore, it was analyzed that compensation and benefits had a significant effect on teachers' turnover intention at primary school level and it's a considerable determinant of turnover intention in the context of the study.

## Section V

### 4.6 Qualitative Data Analysis

#### **Objective No.1: To explore the factors affecting teachers' turnover intentions at primary school level**

In this section, the data collected from heads/principals of Allied schools through interview questions was analysed to explore the factors affecting teachers' turnover

intentions at primary school level using deductive thematic analysis following the conceptual framework's dimensions of job resources and job demands. Moreover, it also highlighted the opinions of the heads/principals regarding turnover intentions. All the responses collected were rearranged according to the research questions. After the necessary arrangement, the codes were created for every response, and recurring themes were merged. The new themes were identified and developed.

Table No 4.19

*Themes Derived from Open-ended Questions*

Sr. No.	Constructs	Major Themes
<b>Q1: What are factors affecting turnover intentions of teachers at Primary School level?</b>		
1.	Factors Affecting Turnover Intention	<ul style="list-style-type: none"> <li>• Workload</li> <li>• Experience Gaining</li> <li>• Compensation and Benefits</li> <li>• Job Contentment</li> <li>• Burnout</li> <li>• Job Opportunities</li> <li>• Under Employment</li> <li>• New Technologies</li> <li>• Work Environment</li> <li>• Job Contract</li> <li>• External Factors</li> </ul>

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Q2: Which factors have more influence than the others on the turnover intentions of teachers at Primary School Level?

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2. More Influencing Factors

- Workload
- Parent's high expectations
- Low salary
- Physical exertion
- Job opportunities
- Emotional labour
- Inability to cope with job challenges
- Job insecurity
- Lack of growth opportunities
- Negative environment
- Lack of support and autonomy
- Feedback and recognition
- Lack of use of advanced technologies.

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Q3: To what extent the determinants (factors) of turnover have influence over teachers' intention to leave at Primary School Level?

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- 
3. Determinants of Factors Affecting Teachers' Turnover Intentions
- Workload
  - Inadequate resources
  - Low salary
  - Lack of administrative support
  - Lack of professional development
  - Non-supportive environment
  - Ineffective leadership
  - Poor management
  - Job Insecurity
  - Personal/ External factors

- 
4. Strategies to Reduce Teacher Turnover
- Accommodation of personal issues of teachers
  - Assuring a bright future and ascending pay package
  - Trust, confidence, and freedom of expression
  - Teamwork
  - Provision of other facilities
  - Friendly environment
-

- 
- Fair salary and reward system
  - Equal and manageable distribution of workload
  - Supportive work environment, collaboration, and feedback
  - Training opportunities like workshops
  - Including teachers in the decision-making process
  - Coaching and mentoring
  - Hiring job-specific qualified teachers
  - Honoring and valuing
  - Sufficient distribution of resources
- 

Table 4.19 shows the constructs and themes extracted from the responses to the open-ended questions.

#### **4.6.1 Interpretation**

The factors affecting teachers' turnover intentions were explored through deductive thematic analysis for the qualitative data gathered by the researcher. Themes were generated according to the research questions, as mentioned in Table 4.19. In the light of the first research question, heavy workload, working for the sake of experience only, low salary, less contentment with the job, burnout due to various

reasons, availability of better jobs, low salaries of highly qualified teachers, difficulty in the use of new technology in teaching methods, poor or unsupportive environment, completion of job contract and external factors such as family issues were found as affecting teachers' turnover intentions.

Heavy workload resulting in physical exertion and emotional exhaustion, high expectations of parents relevant to high achievement, unsupportive environment, availability of better job opportunities, insecurity of jobs, and lack of unavailability of advanced technology were perceived as more influencing factors on the teachers' turnover intentions.

The themes corresponding to the third research question were determined as the factors affecting teachers' turnover intentions. Heavy workload with low salary, inadequate resources required to fulfil job responsibilities, lack of professionalism among teachers, lack of control in making decisions in performing their duties, unsupportive environment with ineffective leadership, insecurity of the continuity of job, poor management of the school and some external factors (personal problems of teachers) were considered responsible for teachers' turnover intentions. These factors can be considered significant to retain teachers for a longer period. Strategies can be used to reduce teachers' turnover intentions by the school authorities.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS**

The summary, findings, conclusions, discussions, and recommendations based on data analysis are mentioned in this chapter.

#### **5.1 Summary**

The research study explored and determined the job demands and job resources factors which affect the teachers' turnover intentions or the decision to leave at primary school level. There were three objectives on which the study was based. Two main research hypotheses and three research questions were formulated. The conceptual framework was based on the flexible model of job demand and job resources given by Bakker and Demerouti (2007) as cited in Bakker and Demerouti (2017).

There was an independent and a dependent variable. The independent variable was factors affecting turnover intentions, and the dependent variable was the 'turnover intentions' of teachers. The independent variable had two dimensions: job demand factors and job resource factors. Each of these dimensions had five factors.

Job demand factors were workload, emotional labour, physical exertion, role ambiguity and exposure to hazards. The job resources factors were social support, control and autonomy, feedback and recognition, compensation and benefits and growth opportunities.

This study used the mixed-methods approach. The research design was the descriptive survey design. The population of the study was the Allied school teachers and principals/ heads in the Islamabad region at primary school level. The population of teachers was delimited to the past two academic sessions only: April 2021 to March



2022 and April 2022 to March 2023. There were 180 teachers and 36 principals/heads in the population.

The simple random sampling technique was utilized by the researcher to select the sample (50% of the Population). The sample size of the teachers was 90, and for the principals, it was 18.

Two instruments were developed for the research study by the researcher, i.e., a questionnaire and interview questions. The questionnaire was developed on a Likert scale to collect quantitative data. There was a total of 51 questions in the questionnaire. Out of 53 questions, 26 questions were based on job demands, 18 questions were based on job resources and 7 questions were based on turnover intentions. 11 questions were in the interview questions, which were used to collect qualitative data.

The tools were validated by the three experts from the education field. Following their valuable suggestions, the tools were modified accordingly. A pilot study was conducted by the researcher on 46 teachers other than the sample to check the reliability of the questionnaire (containing 53 items in total), which was found to be 0.876 initially. The items with weak correlation were revised in the tool, and two items were deleted. The reliability of the revised tool was found as 0.880.

The researcher visited the regional office of the Allied Schools for permission to collect data from the respective schools. Google Forms were created online by the researcher and were sent to the office as per the consent of the authority that the data will be provided by themselves.

Quantitative data collected online was then analyzed using statistical techniques of mean score and linear regression analysis in the first phase to achieve all the objectives of the study. From the quantitative data analysis, various factors were explored and determined that affected the teachers' turnover intentions. High mean scores were

found for exposure to hazards (Job demand) and feedback and recognition (Job Resource). The annual turnover was analysed as 90 teachers per year. Overall, job resource factors showed a greater and more dominant effect on turnover intentions than job demand factors. Among the job demand factors, workload and physical exertion showed individually positive and significant effects. All the sub-factors of job resources affected negatively and significantly the teachers' turnover intentions except for growth opportunities. However, feedback and recognition showed the highest effect on the teachers' turnover intentions.

Responses to the interview questions were analyzed by the method of thematic analysis in the second phase. For that purpose, codes were developed from the answers of the respondents, and then themes were generated to explore the factors affecting teachers' turnover intentions at primary school level. Workload, low salary, inadequate resources, lack of professionalism and autonomy among teachers, unsupportive environment, ineffective leadership, insecurity of job, and poor management of some external factors (personal problems of teachers) were determined factors affecting teachers' turnover intentions.

## **5.2 Findings**

The research study findings regarding the objectives were as follows:

**Objective No. 1:** To explore the factors affecting teachers' turnover intentions at Primary School Level.

### **Quantitative Findings**

1. Different factors of job demand and job resources affecting turnover intentions of teachers were explored, having different effects on an average. The mean score of job demand factors were workload 15.047, physical exertion 12.361, emotional labour 21.837, exposure to hazards 22.883 and role ambiguity 16.381. The highest mean score

was found for exposure to hazards, and the lowest mean score was found for physical exertion among job demand factors (Table 4.4).

2. The mean score of job resources factors were social support 11.639, feedback and recognition 14.861, control and autonomy 9.663, growth opportunities 10.407, and compensation and benefits 14.034. The highest mean score was found for feedback and recognition, and the lowest mean score was found for control and autonomy among job resource factors (Table 4.5).

### **Qualitative Findings**

11 open-ended questions were developed for an interview to explore the factors affecting teacher turnover intentions at the primary school level. Different themes emerged from the data collected. Following were the findings:

3. The first three questions in the interview questionnaire focused on the factors affecting teachers' turnover intentions. The first question was based on the experience of the heads/ principals of the schools. The first three questions were as follows:

- Describe your experience with teacher turnover intentions at Primary School Level.
- Based on your perceptions, what factors do you believe are causing teachers to leave at Primary School Level?
- Based on your perceptions, what factors do you believe keep teachers at Primary School Level?

Based on the data collected on the experience and opinions of the heads/ principals' different factors were explored, such as work burden on teachers; finding of high paying jobs after getting experience; teachers' training opportunities; end of school contract; professionalism of teachers; pay package; appreciation and respect; work environment; availability of resources; autonomy in doing their work; support; and personal issues of teachers.

4. Three questions focused on the finding of more influencing factors affecting teachers' turnover intentions at Primary School Level. The questions were as follows:

- Which factors are causing more turnover intentions among teachers, in your opinion, at the Primary School Level?
- Which job demand factors are affecting teachers' turnover intentions at Primary School Level?
- Which job resource factors are affecting teachers' turnover intentions at Primary School Level?

Among all those factors affecting the turnover intention of teachers, more influencing factors were also identified. Increased workload resulting in physical exertion; parents' high expectations from the school; low salaries; availability of better job opportunities; lack of support, autonomy, and control; lack of growth opportunities; the inability of teachers to cope with the job challenges; emotional labor; insecurity of job; feedback and recognition; and lack of advanced resources were the more influencing factors of turnover intentions.

5. Two questions were based on the determinants of factors affecting teacher turnover intentions at primary school level. Those questions were:

- What institutional characteristics do you believe contribute to teachers' decisions to leave at Primary School Level?
- What further information can you provide regarding teachers' regarding teachers' turnover intentions at Primary School Level?

According to the findings, several factors were determined as the factors affecting turnover intentions. These factors were excessive workload, insufficient resources, lack of professional development opportunities, low salaries, lack of support from

principals and colleagues, poor management and leadership, job insecurity and external factors (marriage or sickness, etc.).

6. Three questions were based on finding strategies to reduce teachers' turnover intentions at Primary School Level. The questions were as follows:

- What supports do you believe would help the head in retaining effective teachers at the Primary School Level?
- Which factors can help in retaining teachers in your school at Primary School Level?
- Which strategies can reduce teachers' turnover intentions at the Primary School Level?

Different strategies can be utilized based on the data collected to reduce the turnover intentions of teachers at primary school level. Increasing pay package; accommodating personal issues; providing a supportive environment; building trust, confidence, and respect; encouraging teamwork; providing a fair salary and reward system for equal and manageable workload; providing training opportunities like workshops; hiring teachers with job specified qualifications; giving feedback to honour and value work performance; and sufficient distribution of resources are the strategies that heads/principals can be used to reduce turnover intentions of teachers.

**Objective No. 2:** To assess the frequency of teacher turnover per year at Primary School Level.

7. The turnover frequency during the past two academic sessions was assessed by calculating the mean or average. The average turnover of teachers was 90 per year at primary school level. The turnover during the session April 2021-March 2022 was 49.44%, and 50.56% was calculated for the session April 2022-March 2023 (Table 4.6).

**Objective No. 3:** To determine the effects of different factors on teachers' turnover intentions at Primary School Level.

8. It was determined that the job demand factors showed a 2.1% effect on teachers' turnover intentions. It was further analyzed as the effect was positive and significant at a 0.05 level of significance (Table 4.7). Following are the findings of the null hypotheses tested against each job demand factor separately.

**8a.** It was found that workload had a 5.7% effect on teachers' turnover intention. It was further determined that the effect was positive and statistically significant at a 0.05 level of significance (Table 4.8).

**8b.** It was revealed that physical exertion had a 9.3% effect on teachers' turnover intentions. It was further determined that the effect was positive and statistically significant at a 0.05 level of significance (Table 4.9).

**8c.** It was found that emotional labour had a 4.7% effect on teachers' turnover intentions. It was further determined that the effect was slightly negative and statistically significant at a 0.05 level of significance (Table 4.10).

**8d.** It was revealed that exposure to hazards had a 1.2% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically non-significant at a 0.05 level of significance (Table 4.11).

**8e.** It was found that role ambiguity had a 1.8% effect on teachers' turnover intentions. It was further determined that the effect was positive and statistically non-significant at a 0.05 level of significance (Table 4.12).

9. It was determined that the job resources factors showed a 19.6% effect on teachers' turnover intentions. It was further analyzed as the effect was negative and significant at a 0.05 level of significance (Table 4.13). Following are the findings of the null hypotheses tested against each job resources factor separately.

**9a.** It was found that social support had a 12.4% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically significant at a 0.05 level of significance (Table 4.14).

**9b.** It was revealed that feedback and recognition had a 16.9% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically significant at a 0.05 level of significance (Table 4.15).

**9c.** It was found that control and autonomy had a 6.5% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically significant at a 0.05 level of significance (Table 4.16).

**9d.** It was found that growth opportunities had a 2.9% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically non-significant at a 0.05 level of significance (Table 4.17).

**9e.** It was determined that compensation and benefits had a 6.5% effect on teachers' turnover intentions. It was further determined that the effect was negative and statistically significant at a 0.05 level of significance (Table 4.18).

### **5.3 Discussion**

The research was to explore the factors affecting teachers' turnover intentions at primary school level. This study had three objectives. The first objective was to explore the factors affecting teachers' turnover intentions at primary school level. The findings of quantitative analysis showed the highest mean value for exposure to hazards, 22.883, among the job demand factors. This means that the teachers' turnover intentions were more affected by this job demand factor. Among the job resources factor, feedback and recognition had the highest mean score. It means that this factor highly affected the teachers' turnover intentions. According to the qualitative findings of the study, different factors contributed to the turnover intentions of the teachers,

such as excessive workload, low salary, fewer growth opportunities, lack of supportive environment, lack of control and autonomy, end of job contract, lack of appreciation and respect and some personal issues.

The second objective was to assess the frequency of teacher turnover per year at primary school level. It was assessed that the average frequency was 90 per year. It means that the turnover rate is 90 among all the school campuses during a session at primary school level.

The third objective was to determine the effects of different factors on teachers' turnover intentions at primary school level. A significant effect of job demands was found in this study. Among the job demand factors, significant effects of workload, physical exertion and emotional labour were found. The work itself (such as an overwhelming workload) or issues with social contact within the school community (such as teacher-student interaction and the professional community) are typically the main sources of distraction for novice instructors (Lindqvist, 2014). Role ambiguity also showed a positive effect on teachers' turnover intentions. According to Maaitah (2018), workers will stick in an organization if its managers demonstrate an interest in and concern for them, if workers know what is expected of them if they are assigned duties based on their ability, and if they receive praise and positive reinforcement.

Job resources showed negative and significant effects on teachers' turnover intentions. All the factors of job resources effect were negative and significant except for growth opportunities. It means all these factors affected the turnover intentions. According to Slemp (2018), principals who encourage teachers' self-initiative and self-empowerment contribute to their sense of support, trust, and agency at work—all of which are critical components of well-being.



According to a study, teachers believed that a broad job description, low pay, and few chances to impact their work—such as large class sizes with diverse student populations—were contributing factors to the growing gap between the perceived demands of teaching and the lack of resources, which led them to think about alternative career paths (Droogenbroeck and Spruyt, 2014).

Mazzetti (2021) conducted a thorough investigation of 94 studies that were published between 2011 and 2018. Four categories of resources were assessed: job resources (such as task variety), social resources (such as coworker support), organisational resources (such as organisational fairness), and developmental resources (such as career perspective). According to the meta-analyses mentioned above, work engagement positively correlated with all kinds of job resources. Coworker support was the least reliable indicator of work engagement among the four categories; development resources had a better association with work engagement than did organisational, job, and social resources (Bakker, Demouroutti & Ana-Saz Vergel, 2022).

## **5.4 Conclusions**

The conclusions reached in light of the study's findings are as follows:

**Objective 1** was to explore the factors affecting turnover intentions at primary school level. It was concluded from the quantitative and qualitative findings that different factors affected the teachers' turnover intentions. From the quantitative findings, emotional labour, exposure to hazards, social support, feedback, and recognition, were explored as having high mean scores and dominantly contributing factors to turnover intentions. Overall, the highest mean scores were found for exposure to hazards (job demand factor) at 22.883 and for feedback and recognition (job resources factor) at 14.861.

Several important factors affecting teacher turnover intentions at the primary school level are shown by the findings from the interviews conducted with school heads/principals. The key factors included an excessive workload, a lack of resources, low pay, a lack of professional growth opportunities, and insufficient leadership support. High parental expectations, employment uncertainty, and emotional labour are further key factors. Strategies including raising pay, strengthening support networks, offering chances for professional growth, and allocating resources more effectively can solve these issues.

**Objective 2** was to assess the frequency of teacher turnover per year at primary school level. From the mean score findings, it was concluded that the average turnover was 90 teachers per year in all the branches of Allied School in Islamabad at primary school level. The high turnover was recorded for the session April 2022 - March 2023, as 50.56%.

**Objective 3** was to determine the effects of different factors on teachers' turnover intentions at primary school level. The conclusions based on this objective were:

1. From the hypothesis, there is statistically no significant effect of job demands on the teachers' turnover intentions at Primary School Level, it was concluded that the job demand factor showed a positive and significant effect (2.1%) on teachers' turnover intentions at primary school level (Finding 8).

**1a.** From the hypothesis, there is statistically no significant effect of workload on the teachers' turnover intentions at Primary School Level, it was revealed that the workload had a significant and positive effect (5.7%) on the teachers' turnover intentions at primary school level (Finding 8a).

**1b.** From the hypothesis, there is statistically no significant effect of physical exertion on the teachers' turnover intentions at Primary School Level, it was found that physical

exertion had a significant and positive effect (9.3%) on the teachers' turnover intentions at primary school level (Finding 8b).

**1c.** From the hypothesis, there is statistically no significant effect of emotional labour on the teachers' turnover intentions at Primary School Level, it was found that emotional labour had a slightly negative and significant effect (4.7%) on the teachers' turnover intentions at primary school level (Finding 8c).

**1d.** From the hypothesis, there is statistically no significant effect of exposure to hazards on the teachers' turnover intentions at Primary School Level, it was revealed that exposure to hazards had a negative and non-significant effect (1.2%) on the teachers' turnover intentions at primary school level (Finding 8d).

**1e.** From the hypothesis, there is statistically no significant effect of role ambiguity on the teachers' turnover intentions at Primary School Level, it was concluded that role ambiguity had a positive and non-significant effect (1.8%) on the teachers' turnover intentions at primary school level (Finding 8e).

2. From the hypothesis, there is statistically no significant effect of job resources on the teachers' turnover intentions at Primary School Level, it was concluded that the job resource factor had a negative and statistically significant effect (19.6%) on the teachers' turnover intentions at primary school level (Finding 9).

**2a.** From the hypothesis, there is statistically no significant effect of social support on the teachers' turnover intentions at Primary School Level, it was revealed that social support had a negative and statistically significant effect (12.4%) on the teachers' turnover intentions at primary school level (Finding 9a).

**2b.** From the hypothesis, there is statistically no significant effect of feedback and recognition on the teachers' turnover intentions at Primary School Level, it was found

that feedback and recognition had a negative and statistically significant effect (16.9%) on the teachers' turnover intentions at primary school level (Finding 9b).

**2c.** From the hypothesis, there is statistically no significant effect of control and autonomy on the teachers' turnover intentions at Primary School Level, it was revealed that control and autonomy had a negative and statistically significant effect (6.5%) on the teachers' turnover intentions at primary school level (Finding 9c).

**2d.** From the hypothesis, there is statistically no significant effect of growth opportunities on the teachers' turnover intentions at Primary School Level, it was revealed that growth opportunities had a negative and statistically non-significant effect (2.9%) on the teachers' turnover intentions at primary school level (Finding 9d).

**2e.** From the hypothesis, there is statistically no significant effect of compensation and benefits on the teachers' turnover intentions at the Primary School Level, it was concluded that compensation and benefits had a negative and statistically significant effect (6.5%) on the teachers' turnover intentions at primary school level (Finding 9e).

## **5.5 Recommendations**

The following recommendations were suggested based on the findings of this research.

1. Equal and manageable distribution of workload policy may be applied, reducing teachers' physical exertion.
2. Private school authorities may use the strategy of increasing the pay package to retain teachers for a longer time.
3. Creation of peer support groups where teachers can share their experiences and coping strategies related to emotional labour.
4. Clarifying job roles and expectations to reduce uncertainty may improve job satisfaction.

5. The provision of a supportive and collaborative work environment to the teachers will also be beneficial in reducing their turnover intention.
6. The provision of first aid facilities, less crowded classrooms and a hygienic workplace will help in reducing the turnover rate.
7. Feedback to the teachers from the head/ principal, valuing as well as recognizing their work performance may be an effective strategy in decreasing turnover.
8. Increase teachers' autonomy in their teaching methods and classroom management to improve job satisfaction and reduce turnover intentions.
9. The provision of training opportunities such as workshops for teachers' professional development of teachers may also play a considerable role in reducing turnover.
10. The hiring of job-qualified teachers and a fair reward system may be helpful.

#### **5.5.1 Recommendations (for future researchers)**

The recommendations suggested for future researchers were as follows:

1. This study explored factors affecting turnover intentions of only private sector schools. Future studies may be conducted on a comparison of public and private sector schoolteachers.
2. The factors affecting teachers' turnover intentions may be explored at the secondary level, higher secondary school level and higher education level.
3. In the job demands and job resources dimensions of factors affecting turnover intentions, factors other than those studied in this study such as parental expectations, student enrollment trends, curriculum shift, job security, and external factors may also be considered.

## **5.6 Limitations**

This research study was conducted to explore and determine the factors affecting teachers' turnover intentions at Primary School Level. Limitations that were faced throughout the research study by the researcher were as follows:

1. Allied School teachers who left their jobs due to certain factors during the past two years only were the centre of this study. It was difficult to access teachers of previous more years, who faced the turnover situation with relevant school teaching experience.
2. Due to school restriction policy data was collected online through Google Forms.

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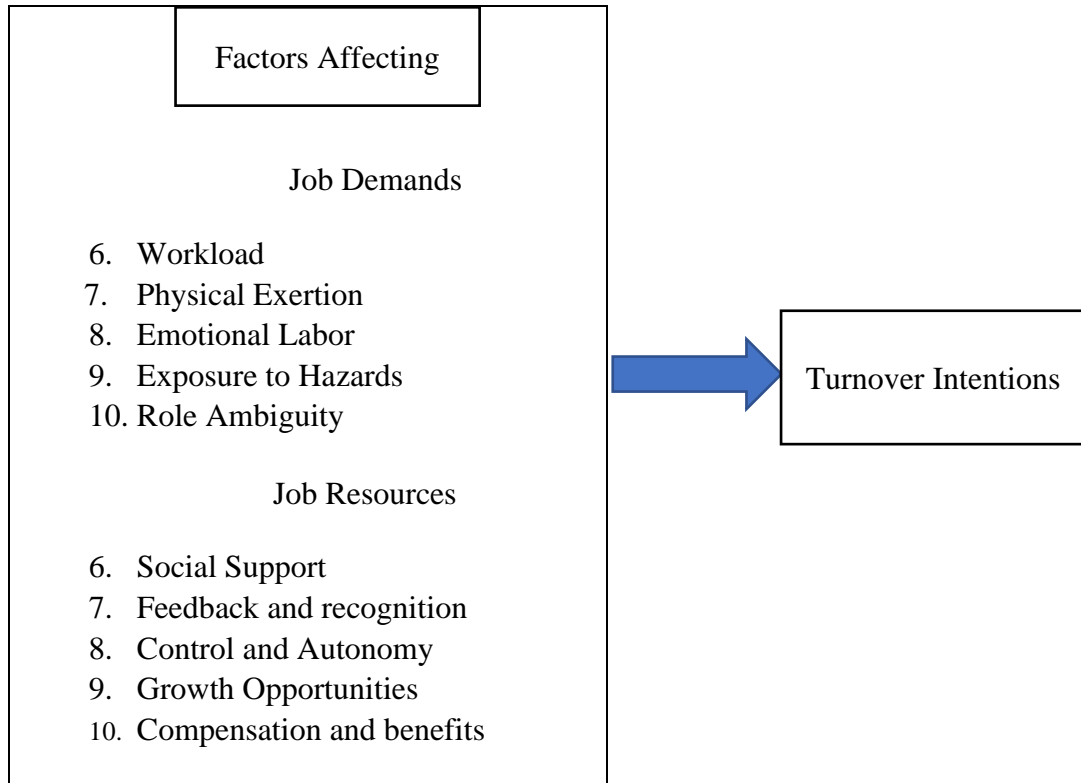
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# Appendix A

## Conceptual Framework



# Appendix B

## Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1-3/ES/2023/430

Dated: 26-06-2023

Name: Kalsoom Amin Reg No. 37-M.Phil/Edu/S22

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, M.L.1-4/Edu/2021/430, dated 26-06-2021, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and Supervisor in 16<sup>th</sup> BASR Meeting dated 21<sup>st</sup> June 2023 and the recommendations of Faculty Board of Studies vide its meeting held on 27<sup>th</sup> April 2023.

a. Supervisor's Name & Designation

Dr. Jameela Ashraf,  
Assistant Professor,  
Department of Educational Sciences NUML, Islamabad.

b. Topic of Thesis

**Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study.**

c. Theme: Professional Development of Teachers

d. Practical Application: Community Service / Commercialization

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time by **30<sup>th</sup> June 2024** for further processing as per NUML MPhil Timeline. (**Timeline Attached**).

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeeha Shahid  
Head

Department of Educational Sciences

Distribution:

Ms. Kalsoom Amin (M.Phil Scholar)

Dr. Jameela Ashraf (Thesis Supervisor)

# Appendix C

## Permission Letter for Data Collection



DEPARTMENT OF EDUCATIONAL SCIENCES  
FACULTY OF SOCIAL SCIENCES  
National University of Modern Languages  
Sector H-9, Islamabad  
Tel.No: 051-9265100 Ext: 2090

ML 1-3/2023 ES/466

Dated: 05-09-2023

### WHOM SO EVER IT MAY CONCERN

Ms. Kalsoom Amin D/O Amin ullah Khan Student of MPhil (Edu) Department of Educational Sciences National University of Modern Languages Islamabad is engaged in project of Research Work.

She may please be allowed to visit your Institutions to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



Dr Wajeeha Shahid  
Head,  
Department of Educational Sciences

## Appendix D

### Validity Certificate of Urdu Translation

#### Validity Certificate of Translation

The questionnaire titled "Factors Affecting Teachers' Turnover Intentions at the Primary School Level: An Exploratory Study" has undergone a thorough review to ensure the accuracy and clarity of its Urdu translation. I hereby certify that the translation meets the language standards effectively.

Name: Ms. Sahrish

Designation: Lecturer English

Institution: SBRWUP

Signature: [Signature]

Date: 10/10/2023

**SAHRISH**  
Lecturer English  
Shaheed Benazir Bhutto  
Women University Peshawar

## Appendix E

### Cover Letter for Validity Certificate

Letter for request for tool validation  
Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study



**Subject: Request for validity**

Respected Madam/Sir,

I Kalsoom Amin MPhil scholar from department of Educational Sciences is currently working on my research entitled: (Teachers' Turnover Intentions at Primary School Level: An Exploratory Study). Questionnaire as an instrument will be used in the said research. In view with this, the researcher requests you to place use of your expertise to validate the attached self-developed questionnaire to qualify for condition. Knowing your experience in the field of research and education, I request you to please help me in validating the said instrument before administering it to the participants of the study.

I have attached validation sheet, objectives, hypotheses, theoretical framework along with the questionnaire. I will be thankful to hear your suggestions and comments for the improvement of the instrument.

I am looking forward that my request would merit your positive responses. Your positive response is highly appreciated.

Thank you.

Very truly yours,

Kalsoom Amin

MPhil scholar, Department of Educational Sciences

National University of Modern Languages,

Islamabad.

## Appendix F

### List of Experts for Tool Validation

Expert Name	Designation	Institute Name	Date
Dr. Farkhanda Tabassum	Assistant	NUML, Islamabad.	4-8-23
	Professor		
Dr. Aisha Bibi	Assistant	NUML, Islamabad.	3-10-2023
	Professor		
Dr. Munazza Mahmood	Assistant	IIUI, Islamabad.	14-9-2023
	Professor		

## Appendix G

### Research Instrument Validity Certificate

Certificate of validity



**Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study**

By: Kalsoom Amin

MPhil Scholar, Department of Educational Sciences, Faculty of Social Sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for data collection for teachers and principals/Heads at primary school level.

It is considered that the research instrument, developed for the above-mentioned title, is according to the objectives of the research, and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farukhanda Tabassum  
Designation: AP  
Institution: NUML Islamabad  
Signature: [Signature]  
Date: 4/08/23

Certificate of validity



**Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study**

By: Kalsoom Amin

MPhil Scholar, Department of Educational Sciences, Faculty of Social Sciences

National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for data collection for teachers and principals/Heads at primary school level.

It is considered that the research instrument, developed for the above-mentioned title, is according to the objectives of the research, and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Aisha Bibi  
Designation: Assistant Professor  
Institution: NUML, Islamabad (TTS)  
Signature: [Handwritten Signature]  
Date: 03.10.2023



Certificate of validity



**Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study**

By: Kalsoom Amin

MPhil Scholar, Department of Educational Sciences, Faculty of Social Sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for data collection for teachers and principals/Heads at primary school level.

It is considered that the research instrument, developed for the above-mentioned title, is according to the objectives of the research, and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Munazza Mahmood  
Designation: Assistant Professor  
Institution: NUML  
Signature: [Handwritten Signature]  
Date: 14/9/23

## Appendix H

### Population of the Study

#### List of Allied School Campuses in Islamabad Region

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Sr. No.	Name of Schools
1.	Abdul Rehman Junior Campus
2.	Al Biruni Campus
3.	Ayan Campus
4.	Bani Gala Campus.
5.	B-17 Campus
6.	Capital Campus
7.	DHA Campus
8.	E-11 Campus
9.	Excel Campus
10.	Ayesha Campus
11.	F-17 Campus
12.	Faisal Town Campus
13.	Fatima Jinnah Campus
14.	G-9 Campus
15.	Jinnah Campus, I-10
16.	Harmain Campus
17.	Harmain-III Campus
18.	I-14 Campus
19.	Jhangi Syedan Campus
20.	Margalla Campus
21.	Model Town Campus
22.	Pak Korang Campus
23.	Quaid Campus
24.	Quaid II Campus
25.	Quaid IV Campus
26.	Quaid -e- Azam Campus
27.	Rawal Town Campus
28.	Subhan Campus
29.	Bhara Kahu Jinnah Campus
30.	Leaders Campus
31.	Rawat Campus
32.	Sohan Campus
33.	Garden Town Campus
34.	G-10 Campus
35.	G-15 Campus
36.	Harmain II Campus

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# **Appendix I**

## **Research Instruments**

### **“Factors Affecting Teachers’ Turnover Intentions at Primary School Level: An Exploratory Study.”**

Dear Respondent,

I am an M. Phil Scholar (Education) working on my research work on the above-mentioned topic. You are requested to fill in the questionnaire attached. The first part of the questionnaire consists of Demographic information. The remaining part of this questionnaire deals with two sub-variables that affect teachers’ turnover intentions: the first variable is about job demands factors and the second is about job resources factors. It is assured that your response will be kept confidential and will not be disclosed to any person or authority. The questionnaire is developed to collect data for my research work only.

**Kalsoom Amin (M. Phil Researcher)**

**Department of Education**

**National University of Modern Languages**

## Questionnaire

### Factors Affecting Teachers' Turnover Intentions at Primary School Level: An Exploratory Study

Please tick the relevant box

- a. Gender  Male  Female  
b. Age  21-25  26-30  31-35  36- above  
c. Previous Job Experience  1-5 years  6-10  10-15 yrs.  
More

Instructions:

- Please read the questions and tick against one option:

**Turnover Intentions:** Teachers' turnover is the rate at which teachers leave their jobs completely or switch to another job or school.

ٹرن رادے: اور کے اساتذہ کا ٹرن اور وہ شرح ہے جس پر اساتذہ ملازمت کو مکمل طور پر چھوڑ دیتے ہیں یا کسی دوسری ملازمت یا اسکول میں منتقل ہو جاتے ہیں۔

	<b>Job Demands</b>	Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5
<p><b>Workload:</b> Workload is the amount of work taken from the teachers during the given school time.  ورک لوڈ: ورک لوڈ اسکول کے دینے گئے وقت کے دوران اساتذہ سے لئے گئے کام کی مقدار ہے۔</p>						
1)	I was unable to meet out the demands of the job. میں ملازمت کے تقاضوں کو پورا کرنے سے قاصر تھا۔					
2)	I worked for long hours. میں نے کئی گھنٹوں تک کام کیا۔					
3)	I felt tired every day during the job due to excessive workload. میں زیادہ کام کے بوجھ کی وجہ سے کام کے دوران ہر روز تھکاوٹ محسوس کرتا تھا۔					
4)	The average hours of working were more than normal jobs due to excessive workload. زیادہ کام کے بوجھ کی وجہ سے کام کے اوسط گھنٹے عام ملازمتوں سے زیادہ تھے۔					

5)	I even worked on overtime. میں نے اوور ٹائم پر بھی کام کیا۔					
<b>Physical Exertion:</b> Physical exertion is the costly effort taken by the school from the teachers as compared their salary. جسمانی مشقت: جسمانی مشقت وہ مہنگی کوشش ہے جو اسکول اساتذہ سے ان کی تنخواہ کے مقابلے میں لیتا ہے۔						
6)	I felt exhausted after daily work. میں روزانہ کے کام کے بعد تھکا وٹ محسوس کرتا تھا۔					
7)	I often felt disheartened at work. میں اکثر کام پر مایوس محسوس کرتا تھا					
8)	The job difficulty usually brought me sleeplessness. نوکری کی مشکلات نے مجھے عام طور پر بے خوابی میں مبتلا کر دیا۔					
9)	I often felt unhealthy while doing the job. کام کرتے وقت میں اکثر غیر صحت مند محسوس کرتا تھا۔					
<b>Emotional Labour:</b> It is management of feelings and emotions of teachers while interacting with students, colleagues, principal, and parents in every situation. جذباتی مشقت: ہر صورتحال میں طلباء، ساتھیوں، پرنسپل اور والدین کے ساتھ بات چیت کرتے ہوئے اساتذہ کے احساسات اور جذبات کا انتظام ہے۔						
10	I always expressed my emotions positively for my job. میں نے ہمیشہ اپنے کام کے لئے اپنے جذبات کا مثبت اظہار کیا۔					
11	I put in a lot of effort to display the emotions required at work. میں نے ان جذبات کا دکھاوا کیا جو مجھے اپنے کام کے لئے دکھانے کی ضرورت تھی۔					
12	I put in a lot of efforts to display the emotions required at work. میں نے کام پر ضروری جذبات کو ظاہر کرنے کے لئے بہت کوششیں کیں۔					
13	I reacted to students' emotions naturally and easily. میں نے طالب علموں کے جذبات پر فطری اور آسانی سے رد عمل ظاہر کیا۔					
14	I effortlessly conveyed positive emotions to students for my job. میں نے آسانی سے اپنے کام کے لئے طلباء کو مثبت جذبات سے آگاہ کیا۔					
15	I hide my anger most of the time about anything students have done. میں زیادہ تر وقت طالب علموں کے کسی بھی کام کے بارے میں اپنا غصہ چھپاتا ہوں۔					

**Exposure to Hazards:** It is relevant to the work environment provided by the school to the teachers having health risks.

خطرات کا سامنا: یہ اسکول کی طرف سے صحت کے خطرات والے اساتذہ کو فراہم کردہ کام کے ماحول سے متعلق ہے۔

16	My workplace was secure. میری کام کی جگہ محفوظ تھی۔					
17	I was satisfied with my workplace. میں اپنے کام کی جگہ سے مطمئن تھا۔					
18	The school provided good working environment to teachers. اسکول نے اساتذہ کو کام کرنے کا اچھا ماحول فراہم کیا۔					
19	The school administration highly prioritized workplace safety. اسکول انتظامیہ نے کام کی جگہ کی حفاظت کو انتہائی ترجیح دی۔					
20	First aid and medical facilities were available at my workplace. میرے کام کی جگہ پر ابتدائی طبی امداد اور طبی سہولیات دستیاب تھیں۔					
21	Crowded classroom raised the likelihood of viral infections. بھیڑ بھاڑ والے کلاس روم نے وائرل انفیکشن کے امکانات کو بڑھا دیا۔					

**Role Ambiguity:** It is undefined or unclear description of teachers' role to perform his/her duties.

کردار کا ابہام : اپنے فرائض کی انجام دہی کے لئے اساتذہ کے کردار کی غیر واضح وضاحت ہے۔

22	I was clear about roles and responsibilities at my job. میں اپنے کام میں کردار اور ذمہ داریوں کے بارے میں واضح تھا۔					
23	I was clear about the extent of my authority. میں اپنے اختیار کی حد کے بارے میں واضح تھا۔					
24	I was confused about goals and objectives of my job. میں اپنے کام کے اہداف اور مقاصد کے بارے میں الجھن میں تھا۔					
25	Role ambiguity affected my job performance. کردار کے ابہام نے میری ملازمت کی کارکردگی کو متاثر کیا۔					

26	Role ambiguity affected my job satisfaction. کردار کے ابہام نے میری ملازمت کے اطمینان کو متاثر کیا۔					
	<b><u>Job Resources</u></b>	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
<b>Social Support:</b> The emotional and physical support provided to the teachers by the co-workers and principal in the school. سماجی مدد: اسکول میں ساتھی کارکنوں اور پرنسپل کی طرف سے اساتذہ کو فراہم کی جانے والی جذباتی اور جسمانی مدد۔						
27)	I was satisfied on workplace while working with my colleagues. میں اپنے ساتھیوں کے ساتھ کام کرتے ہوئے کام کی جگہ پر مطمئن تھا۔					
28)	My colleagues and principal were supporting to me. میرے ساتھی اور پرنسپل میری مدد کر رہے تھے۔					
29)	My principal was willing to help me when I needed help. جب مجھے مدد کی ضرورت ہوتی تو میرے پرنسپل میری مدد کرنے کے لئے تیار تھے۔					
<b>Feedback and Recognition:</b> The positive feedback given by the principal to the teachers on their performance and recognizing their achievements. رائے اور شناخت: پرنسپل کی جانب سے اساتذہ کو ان کی کارکردگی اور ان کی کامیابیوں کو تسلیم کرنے پر دی گئی مثبت رائے۔						
30)	I had the opportunity to do some different things in my job. مجھے اپنے کام میں کچھ مختلف چیزیں کرنے کا موقع ملا۔					
31)	I received feedback from my colleagues frequently. مجھے اکثر اپنے ساتھیوں کی طرف سے رائے موصول ہوتی تھی۔					
32)	I received feedback from my principal frequently. مجھے اپنے پرنسپل کی طرف سے اکثر رائے موصول ہوتی تھی۔					
33)	The school gives proper recognition for academic achievements of teachers. اسکول اساتذہ کی تعلیمی کامیابیوں کو مناسب تسلیم کرتا ہے۔					

**Control and Autonomy:** The freedom and control of teachers in performing their duties in a better way.

کنٹرول اور خود مختاری: اپنے فرائض کو بہتر طریقے سے انجام دینے میں اساتذہ کی آزادی اور کنٹرول۔

34	I typically had the freedom to make decisions without needing to consult my principal. مجھے عام طور پر اپنے پرنسپل سے مشورہ کرنے کی ضرورت کے بغیر فیصلے کرنے کی آزادی تھی۔					
35	My school gave me self-confidence in doing my work. میرے اسکول نے مجھے اپنا کام کرنے میں خود اعتمادی دی۔					
36	My school allowed me freedom in thought and action. میرے اسکول نے مجھے سوچ اور عمل کی آزادی دی۔					

**Growth and Opportunities:**

The opportunities provided by the employer to the teacher to grow professionally, such as conduction of teachers training workshops.

ترقی اور مواقع: آجر کی طرف سے استاد کو پیشہ ورانہ طور پر ترقی کرنے کے مواقع فراہم کیے جاتے ہیں، جیسے اساتذہ کی تربیتی ورکشاپس کا انعقاد۔

37)	Those who did well on the job stand a fair chance of being promoted. جن لوگوں نے کام پر اچھی کارکردگی کا مظاہرہ کیا ہے ان کو ترقی ملنے کا مناسب موقع ہے۔					
38)	I was satisfied with the job-related training that the school offered. میں اسکول کی طرف سے پیش کی جانے والی ملازمت سے متعلق تربیت سے مطمئن تھا۔					
39)	I was satisfied with the career advancement opportunities offered by the organization. میں تنظیم کی طرف سے پیش کردہ کیریئر کی ترقی کے مواقع سے مطمئن تھا۔					

**Compensation and Benefits:** Compensation refers to the salary of the teachers and benefits other than the salary provided by the school to the teachers such as bonuses or pension plans etc.

معاوضہ اور فوائد: معاوضہ سے مراد اساتذہ کی تنخواہ اور اسکول کی جانب سے اساتذہ کو فراہم کی جانے والی تنخواہ کے علاوہ دیگر فوائد جیسے بونس یا پنشن پلان وغیرہ ہیں۔

40)	I felt, I was paid a fair amount of the work I did. میں نے محسوس کیا، مجھے اپنے کام کی مناسب رقم ادا کی گئی تھی۔					
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41)	The benefits package I had were equitable. میرے پاس جو فوائد کا پیکج تھا وہ منصفانہ تھا۔					
42)	I felt satisfied with my chances of salary increase. میں نے تنخواہ میں اضافے کے امکانات سے مطمئن محسوس کیا۔					
43)	My salary adequately met my needs. میری تنخواہ نے میری ضروریات کو پورا کیا۔					
44)	There was a fair reward system for our increased efforts. ہماری بڑھتی ہوئی کوششوں کے لئے ایک منصفانہ انعام کا نظام تھا۔					
45)	I actively looked for other jobs outside of my school. میں نے فعال طور پر اپنے اسکول کے باہر دیگر ملازمتوں کی تلاش کی۔					
46)	I often thought of leaving my job. میں اکثر اپنی نوکری چھوڑنے کے بارے میں سوچتا تھا۔					
47)	I planned to switch to other jobs many times. میں نے کئی بار دوسری ملازمتوں میں منتقل ہونے کا ارادہ کیا۔					
48)	I explored alternative career options during my job. میں نے اپنی ملازمت کے دوران متبادل کیریئر کے مواقع تلاش کیے۔					
49)	I always thought of leaving teaching profession. میں نے ہمیشہ تدریس کا پیشہ چھوڑنے کے بارے میں سوچا۔					
50)	I felt little loyalty to school. میں نے اسکول کے ساتھ بہت کم وفاداری محسوس کی۔					
51)	I did every assignment to retain my job. میں نے اپنی نوکری برقرار رکھنے کے لئے ہر کام کیا۔					

## **Interview Questions**

### **“Factors Affecting Teachers’ Turnover Intentions at Primary School Level: An Exploratory Study.”**

Q1: Describe your experience about teachers’ turnover intentions at Primary School Level?

Q2: Based upon your own perceptions, what factors do you believe are causing teachers to leave at Primary School Level?

Q3: Based upon your own perceptions, what factors do you believe keep teachers at Primary School Level?

Q4: Which factors are causing more turnover intentions among teachers in your opinion at Primary School Level?

Q5: What institutional characteristics do you believe contribute to teachers’ decisions to leave at Primary School Level?

Q6: What supports do you believe would help head in retaining effective teachers at Primary School Level?

Q7: Which job demand factors are affecting teachers’ turnover intentions at Primary School Level?

Q8: Which job resources factors are affecting teachers’ turnover intentions at Primary School Level?

Q9: Which factors can help in retaining teachers in your school at Primary School Level?

Q10: Which strategies can reduce teachers’ turnover intentions at Primary School Level?


Q11: What further information can you provide regarding teachers’ turnover intentions at Primary School Level?

## Appendix J

### Research Instruments

#### CERTIFICATE OF PROOFREADING

This is to certify that I have reviewed the thesis entitled **Teachers' Turnover Intentions at Primary School Level: An Exploratory Study** prepared by Kalsoom Amin. The thesis has been thoroughly examined and meets the required standards for grammar and composition.

Signature   
Name Dr. Abdul Wahid Dureshi  
Designation Assist- Prof.  
Institution AWKUM  
Date 24-08-2024