

Empirical Analysis of Employee Turnover Intention among Private Female School Teachers in District Peshawar

Abstract

Teacher turnover in schools is a significant issue affecting education quality, school stability, and student outcomes. This study investigates the determinants of employee turnover intention among private female school teachers in District Peshawar, Khyber Pakhtunkhwa. Specifically, it evaluates the impact of good salary, job security, workload, career growth opportunities, and work-life balance on turnover intention.

A quantitative research approach was adopted, with data collected through a structured questionnaire comprising 58 items measured on a 5-point Likert scale. The sample included 150 respondents selected via multi-stage proportionate stratified random sampling. Statistical analyses, including Pearson correlation, linear regression, and ANOVA, were conducted using SPSS 28.

Findings indicate that work-life balance is the strongest predictor of turnover intention, followed by career growth opportunities and workload. Job security also significantly influences turnover, while the impact of a good salary is statistically insignificant. Correlational analysis reveals strong negative relationships between turnover intention and variables such as work-life balance ($r = -0.77$), job security ($r = -0.68$), and good salary ($r = -0.79$), suggesting that improvements in these areas could reduce turnover rates. Conversely, lack of career growth opportunities ($r = 0.75$) is positively correlated with turnover. The regression model explains 54.61% of the variance in turnover intention ($R^2 = 0.5461$, $F\text{-Sig.} = 0.001$), with work-life balance emerging as the most influential factor ($\beta = 1.2315$, $p < 0.001$).

These findings underscore the need for private schools to prioritize work-life balance, career growth opportunities, and job security to enhance teacher retention. The study also highlights challenges in data collection, including institutional hesitancy and participant reluctance, which could inform future research methodologies in similar contexts.

Key Words: Quantitative approach, structured questionnaire, stratified random sampling, Turnover intention, Regression analysis

1. Introduction

In all economic sectors, turnover is a major problem with human resources. Profitability, product and service quality, and productivity are all impacted by turnover. Any business can attest to the high expense of replacing personnel, the challenge of hiring competent staff, and the potential delay in the return on training expenditure (Aljumah, 2023). Turnover is a chronic and costly issue that practically every firm in every industry experiences. Regardless of the kind of activity, turnover intention poses a risk to any firm. Human Resource (HR) departments face significant difficulty regarding voluntary employee turnover, particularly in light of the widening talent gap in contemporary businesses (Al-Suraihi et al, 2021). The organization suffers a loss when employees depart. There would be a direct loss to the company from the employee's resignation. The cost of additional hiring, selection, training, adaptation, turnover, and motivational decline should also be considered as extra expenses related to the problem. Companies make significant investments in the development, upkeep, and retention of their staff members through orientation and training (Cayrat, and Boxall, 2023). Therefore, managers should always try to lower employee turnover. Although there isn't a standard paradigm for examining employee turnover from an all-encompassing perspective, a wide range of factors help evaluate employee turnover (Mhlanga, 2022). Therefore, it is necessary to get a deeper understanding of employee turnover, specifically, the factors that influence it, the effects it has, and the strategies managers can take to address it.

Teacher turnover in schools is a significant issue affecting education quality, school stability, and student outcomes. According to (Ladd & Sorensen, 2017), teacher turnover is defined as the "change in teachers from one year to the next in a specific school setting." In Pakistan, on average 60% turnover has been reported in private colleges and 40% among full-time faculty elsewhere (Khan et al., 2021). Teachers considering leaving are less invested in their students' and colleagues' success. When a teacher leaves, the remaining teachers are saddled with extra work because they must pick up the slack. Long-term exposure to it decreases dedication and increases the intention to leave (Shaw et al., 2005). Frequent teacher turnover negatively impacts students' educational development (Perez and Mirabella, 2013). In the 21st century, Naureen and Sewani (2022) highlight that the issue of teacher turnover has garnered increased attention. Similarly, Boyd (2024) emphasized the

critical role employee's play in any organization, underscoring that employees are an organization's most valuable asset, contributing significantly to its success and achievements. [Korte, \(2017\)](#), argued that teacher effectiveness is closely tied to student achievement and is influenced by a teacher's longevity and experience in the field. Therefore, addressing teacher retention challenges is essential.

Furthermore, schools with low teacher turnover tend to foster high levels of trust among staff, while those with high turnover experience lower trust levels among teachers ([Hanselman, 2016](#)). [Faremi\(2016\)](#) highlights that the lack of job security in the private sector, compared to public institutions, increases the likelihood of teacher turnover. In Pakistan, limited research has addressed this issue. According to [Tahseen and Hadi \(2015\)](#), teacher turnover negatively impacts both student learning outcomes and their overall educational progress.

Retaining qualified teaching staff is critical, as only skilled educators can deliver high-quality education to students. [Tahseen and Hadi \(2015\)](#) further emphasize that teacher quality significantly influences the standard of education. However, when qualified teachers leave the school or teaching profession, it adversely affects both students and overall school performance. [Durrani et al. \(2017\)](#) assert that Pakistan has no teacher shortage. The significance of the teaching profession and the vital role teachers play in shaping the human foundation of every nation cannot be overstated ([Oke et al., 2016](#)). Teacher attrition has been linked to the overall success of organizations. [Moreno \(2024\)](#) defines teacher retention as a strategic process aimed at encouraging teachers to remain with an organization for extended periods or to achieve specific goals.

In Pakistan, the education sector relies heavily on private schools, which employ a significant number of female teachers. However, these institutions face challenges in retaining female educators due to low job satisfaction and high turnover rates. In private schools, female teachers often experience unique challenges that impact both their job satisfaction and turnover rates. In Pakistan, significant research has been conducted on human resource management and employee turnover. Employers continuously strive to ensure employee satisfaction, loyalty, and commitment, recognizing the critical role of

human resources in organizational success across both developed and developing nations. Hence, to ascertain the primary factors that have a significant impact on the decision of private school teachers in district Peshawar to leave their positions. Selected determinants are then tested against turnover intention to determine their relationship and effect. It will foster an appreciation for teachers, their working conditions, and their perspectives on job satisfaction.

Problem Statement

Due to high unemployment rates in Pakistan, private school teachers are less inclined to switch jobs than their counterparts in developed countries. Teacher retention has significant implications for the education sector, as it plays a vital role in developing human resources. Like other industries, private schools face intense competition, with competitors often headhunting skilled faculty. In private schools, where female teachers outnumber male teachers, turnover intention tends to be lower likely due to limited job opportunities for women in other sectors. To mitigate the risk of losing valuable faculty, private schools offer competitive salary packages and foster supportive work environments. This lower turnover rate can be attributed to various environmental and political factors, including widespread unemployment, job insecurity, and economic challenges. However, teachers who are passionate about their profession and possess the versatility to teach multiple subjects are often on the lookout for better job opportunities. This study aims to explore the relationship between teachers' turnover intentions and factors such as monetary rewards, job security, workload, career growth opportunities, and work-life balance in private schools within the district of Peshawar.

2. Literature Review

Teacher turnover is a persistent challenge in private schools, particularly concerning female educators who face unique professional and personal challenges. This empirical review explores the key factors driving female teacher turnover in private schools, drawing insights from academic studies and real-world observations.

Salary and Turnover Intention

Female teachers in private schools often earn lower wages compared to their counterparts in public schools, leading to dissatisfaction and turnover (Ryu and Jinnai, 2021). Research conducted by Khan et al. (2022) using a sample of 223 private school teachers found a significant inverse correlation between salary satisfaction and turnover intention ($r = -0.348, p < 0.01$). Teachers who reported higher satisfaction with their salaries were less likely to express intentions to leave. Another study by Naureen and Sewani (2022) highlighted that teachers in private schools with better salary packages experienced a 25% lower turnover rate than their counterparts in institutions with lower salaries.

Job Security and Turnover Intention

Turnover intention among private school teachers is a pressing issue for educational institutions, impacting organizational stability and student outcomes. While salary is often emphasized, job security is an equally critical factor influencing teachers' intentions to stay or leave. Job security refers to the assurance of continued employment, free from the threat of involuntary job loss. Private school teachers often face greater job insecurity than their counterparts in public schools due to factors such as contract-based employment, financial instability of schools, and limited regulatory protection. Many private schools employ female teachers on short-term contracts, offering little to no job security. This insecurity increases turnover intentions, particularly for educators seeking long-term stability. A study in South Asia found that 60% of female teachers in private schools cited inadequate salaries as a major reason for leaving their jobs (Iqbal et al., 2021). A survey by Shah & Jumani (2015) involving 860 private school teachers revealed a significant negative correlation between job security and turnover intention ($r = -0.53, p < 0.01$). Teachers with permanent contracts reported lower turnover intentions than those on short-term contracts. Research by Eryaman & Sonmezer (2008) across 50 private schools demonstrated that job security accounted for 30% of the variance in turnover intention, even after controlling for salary and workload.

Workload and Turnover Intention

Teacher turnover is a significant concern in private schools, where high workload often contributes to burnout and turnover intentions. Unlike their counterparts in public schools, private school teachers frequently face additional responsibilities, such as administrative duties, extra-curricular activities, and the expectation to meet diverse parental demands, often without proportional increases in compensation or support. Workload refers to the volume and complexity of tasks assigned to teachers, including teaching hours, preparation, grading, and non-teaching responsibilities. When workload becomes excessive or poorly managed, it can directly influence turnover intention. Female teachers frequently report high workloads due to understaffing, large class sizes, and additional responsibilities like administrative tasks. Research in Southeast Asia found that workload and workplace stress were among the top three reasons for teacher turnover in private schools (Rajendran et al., 2020). A study by Rashid et al. (2022) involving 300 private school teachers found a strong positive correlation ($r = 0.280$, $p < 0.01$) between perceived workload and turnover intention. Teachers who reported excessive workloads were twice as likely to express intentions to leave their jobs within the next year. Another study conducted by Chughati & Parveen (2013) across 50 private schools revealed that teachers working more than 50 hours per week were 40% more likely to consider leaving than those with a lighter workload.

Lack of Career Growth and Turnover Intention

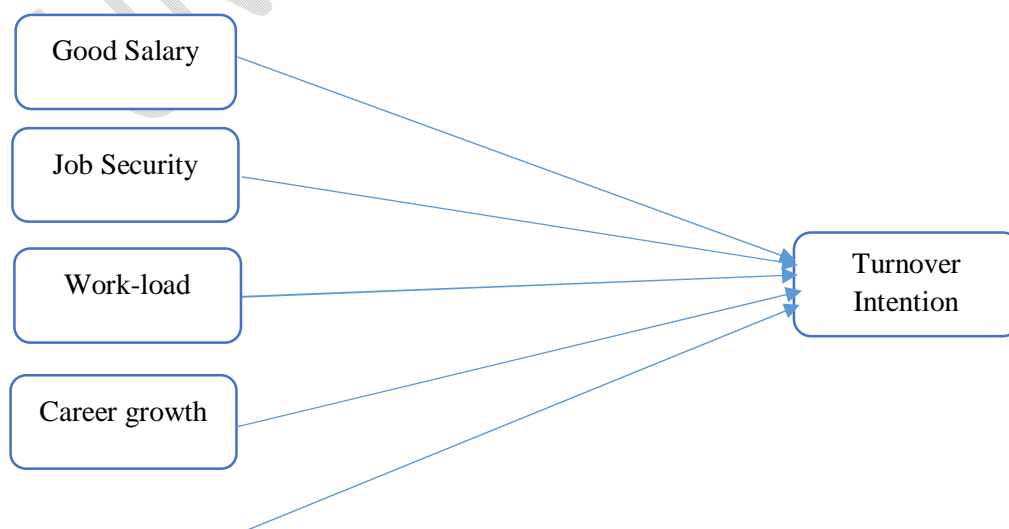
Career growth significantly influences turnover intentions among female private teachers. Career growth includes perceived opportunities for advancement, professional development, skill enhancement, and role progression within an organization. Female teachers, who constitute a significant proportion of private school staff, frequently face barriers to career development, intensifying their turnover intentions (Nakamba, 2022). Private schools often fail to provide sufficient training, workshops, or career advancement opportunities, leaving female teachers feeling undervalued and stagnant. Female teachers in under-resourced private schools expressed frustration over the lack of promotion pathways, leading to a turnover rate 30% higher than in schools with structured development programs (Afe, 2022). Studies (Ingersoll, 2001; Nawaz, & Pangil, 2016), have found that teachers who perceive limited opportunities for promotion are more likely to consider

leaving their schools. A study conducted on private school teachers in Peshawar, Pakistan revealed a significant negative relationship between career growth and turnover intention, suggesting that the lack of career advancement increases turnover intention (Shah and Khan, 2015).

Work-Life Balance and Turnover Intention

Work-life balance refers to the ability of an employee to manage their work responsibilities and personal life effectively. For female private school teachers, maintaining this balance can be particularly challenging due to social expectations, family roles, and teaching demands. High turnover intention among teachers can lead to staffing challenges, loss of experienced educators, and disruptions in students' learning processes. Cultural and societal norms often place a heavier burden of household and childcare responsibilities on women, making it difficult to balance professional and personal roles. Female teachers frequently face societal and family expectations to prioritize domestic duties, making inflexible work schedules a significant turnover driver (Alsubaie, 2023). The absence of part-time options, childcare facilities, or flexible hours exacerbates turnover among female teachers (Teoh, 2023). A study on teachers in private schools found that teachers who reported high levels of work-life conflict were more likely to have higher turnover intentions. The research suggested that schools offering more flexible working hours and support for family obligations helped reduce turnover intention among female teachers (Ahmad and Masood, 2011).

Fig 1-Conceptual Framework



Research Hypotheses

Hypothesis # 01

H₁ : Good salary significantly impacts turnover intention of private female school teachers.

H₂: Job Security significantly impacts turnover intention of private female school teachers.

H₃: Work-load has a significant impact on turnover intention of private female school teachers

H₄: Career growth opportunities significantly impact turnover intention of private female school teachers.

H₅: Work-life balance has a significant impact on female turnover intention of private female school teachers

3. Methodology

3.1 Research Approach

This study has used a quantitative approach to evaluate the relationship between good salary, job security, work-load, career growth, work-life balance and turnover intention.

3.2 Population and Sample of the Study

The study's population included all the private female school teachers in Khyber Pakhtunkhwa. A sample consisting of 150 respondents with equal representation of the both urban and rural distribution of the private schools was selected by a multi-stage proportionate stratified random sampling technique from district Peshawar, Khyber-Pakhtunkhwa.

3.3 Research Instrument

In this study, the self-administered questionnaire was adopted from the study of [Alsubaie \(2023\)](#) to measure turnover intention and monetary reward using 08 and 10 items respectively. Work-life balance and workload were measured using 12 and 11 items respectively from the study of [Zulkarnain et al., \(2018\)](#). Job security was assessed using a 9-item scale based on [Jiang and Lavaysse's \(2018\)](#) study, while career growth opportunities were evaluated using an 8-item scale adapted from [Park et al. \(2017\)](#). The questionnaire consisted of 58 items in total, all measured on a 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). It was distributed to 160 female teachers working in private-sector educational institutions. Of the 180 questionnaires distributed by hand, 150 were returned, resulting in a response rate of 83%. The data collection process posed significant challenges, as private institutions were hesitant to permit their teachers to participate in the study. Additionally, teachers were particularly reluctant to share information regarding their supervisors, further complicating the data-gathering effort.

3.4 Data Analysis Procedures

In addition to descriptive statistics, Pearson Correlation, Linear Regression Analysis, and t-test were calculated in order to draw meaningful conclusions from the collected data using SPSS 28. Moreover, ANOVA was used to measure cause and effect relationship between the variables. In this study, the following multiple linear regression model was used:

$$TI = \beta_0 + \beta_1 (\text{salary}) + \beta_2 (\text{Job.Sec}) + \beta_3 (\text{Work-load}) + \beta_4 (\text{career growth}) + \beta_5 (\text{work-life balance}) + \epsilon_i$$

Table- 01: Items of Measurement

Variables	Source
Turnover Intention	Martin (2007), Alsubaie (2023), Khan et al., 2021
Good Salary	Khan et al. (2022), Naureen and Sewani (2022)
Job Security	Jiang and Lavaysse, 2018
Work-load	Krot and Lewicka, 2015, Park et al., 2017
Career growth	Joseph et al., 2007,
Work-life balance	Wright and Bonett, 2007, Brunetto et al., 2013

Source: own study.

4. Finding and discussion

4.1 Reliability

Cronbach's alpha is a statistic used to assess the internal consistency or reliability of a set of scale or test items. It measures how closely related a set of items are as a group, making it a widely used indicator of reliability in surveys, questionnaires, and psychological tests. Cronbach's alpha values typically range from 0 to 1, where higher values indicate greater internal consistency or reliability among the items in a scale. if $\alpha \geq 0.9$, Indicates very high internal consistency, suitable for high-stakes tests or precise measurements $0.8 \leq \alpha < 0.9$, Indicates strong internal consistency, often acceptable for research purposes. $0.7 \leq \alpha < 0.8$, Indicates moderate internal consistency; suitable for exploratory studies.

The Cronbach's alpha values indicate that the scales used to measure turnover intention (0.7634), monetary reward (0.7021), job security (0.8731), workload (0.8501), career growth (0.7011), and work-life balance (0.8762) generally exhibit acceptable to good reliability. Job security, workload, and work-life balance show strong internal consistency, making them highly reliable for assessing the relationship of teachers' turnover intention with monetary rewards, job security, workload, career growth opportunities, and work-life balance in private schools in district Peshawar.

Table- 02: Reliability Analysis

S.No	variables	Total no. of items	Cronbachs (α)
1	TI	08	0.7634
2	GS	10	0.7021
3	JS	09	0.8731
4	WL	11	0.8501
5	CG	08	0.7011
6	WLB	12	0.8762

4.2 Correlational analysis

The table shows the correlations between turnover and explanatory variables. A strong negative correlation exists between turnover and good salary ($r=-0.79$), job security ($r=-0.68$), and work-life balance ($r=-0.77$), suggesting that higher salaries, better job security, and improved work-life balance are all strongly associated with lower turnover rates. There is also a moderate negative correlation between turnover and workload ($r=-0.65$), indicating that less workload is linked to reduced turnover. In contrast, career growth opportunities ($r=0.75$) have a strong positive correlation with turnover, implying that the lack of career growth opportunities leads to higher turnover. Overall, these results highlight the importance of salary, job security, work-life balance, and career growth in influencing employee retention.

Table – 03: Correlation between variables

Variables	Correlation Coefficient (r)
Good Salary b/w Turnover	-0.79*
Job Security b/w Turnover	-0.68**
Workload b/w Turnover	-0.65*
Career Growth Opportunities b/w Turnover	0.75*
Work-Life Balance b/w Turnover	-0.77***

Significance level (*** 1%, ** 5%, * 10%)

4.3 Assumptions of the Econometric Model

i) Normality Test

The Kolmogorov-Smirnov test has been employed to test the normality assumption. The table -04, depicts that $n>50$, yielded a p-value of 0.051, slightly above the cutoff value, indicating no significant deviation from normality. Regarding skewness and kurtosis, the data is somewhat negatively skewed (-0.062) and exhibits negative kurtosis (-0.643). For a normal distribution, skewness should be close to zero, and kurtosis should fall within ± 3 these values suggest the distribution is symmetric and within an acceptable range.

Additionally, the calculated z-scores for skewness and kurtosis are 1.30 and 1.95, respectively, both within the acceptable range of ± 1.96 . This further supports the conclusion that the departure from normality is minimal. Overall, the data satisfies the assumption of normality based on these tests and indicators.

Table- 04: Normality Analysis

Attribute	Kolmogorov-Smirnov Test	Skewness	Kurtosis	Z-Score for Skewness	Z-Score for Kurtosis	Conclusion
Value	P=0.055	-0.191	-0.567	1.30	1.95	Normality Assumed

ii) Multicollinearity

The table indicates that all variables have acceptable multicollinearity levels, as their Variance Inflation Factor (VIF) values are below the common threshold of 5. "Career Growth Opportunities" shows the highest VIF (2.4321) and the lowest tolerance (0.4112), suggesting moderate multicollinearity and a stronger correlation with other variables compared to the rest. "Work-Life Balance" has the lowest VIF (1.345) and the highest tolerance (0.7435), indicating minimal multicollinearity and the greatest independence from other variables. Overall, the multicollinearity in the dataset is low, and all variables are suitable for inclusion in a regression model without significant concern.

Table- 05: Multicollinearity Analysis

Variables	Collinearity statistics	
	Tolerance	VIF
Good Salary	0.5765	1.762
Job Security	0.5241	1.908
Workload	0.5977	1.6731
Career Growth Opportunities	0.4112	2.4321
Work-Life Balance	0.7435	1.345

4.4 Regression Results

The regression results show that the model explains 54.61% of the variance in the dependent variable, as indicated by the R^2 value (adjusted $R^2 = 0.5441$). The overall model is statistically significant with an F-statistic p-value of 0.001. Among the predictors, "Work-Life Balance" has the highest standardized coefficient (1.2315) and a significant P-value (0.000), indicating it is the strongest predictor. "Career Growth Opportunities" ($p=0.00$) and "Workload" (P-value=0.000) also have significant positive contributions. While "Job Security" has a statistically significant effect ($p=0.002$), its standardized coefficient (0.1932) indicates a weaker influence. "Good Salary," with P-value = 0.109, is not statistically significant, suggesting its contribution to the model is negligible. The constant term (P-value=0.000) is significant, implying that the dependent variable has a base level even when all predictors are zero.

Table- 06: Regression results

Model	Unstandardized Coefficients	standardized Coefficients	Std. Error	T-value	Sig.
Constant	2.33	-	0.113	20.693	.000
Good Salary	0.3410	0.4401	0.1051	3.2445	.109
Job Security	0.1769	0.1932	0.2435	0.7264	.002
Work Load	0.6630	0.8012	0.2991	2.2166	.000
C.G.opportunities	0.6926	0.8721	0.233	2.9690	.001
Work-Life Balance	1.1012	1.2315	0.2491	4.4207	.000
Model Summary	$R^2 = 0.5461$		Adj. $R^2 = 0.5441$		
F - statistics	= 0.5461		F-Sig. 0.001		

5. Conclusion and Recommendation

Conclusion

This study investigated the relationship between turnover intention and factors such as monetary rewards, job security, workload, career growth opportunities, and work-life

balance among private school teachers in Peshawar. A strong negative correlation ($r=-0.79$) between turnover intention and good salaries, indicates that higher salaries reduce turnover intention. Although the regression coefficient for salary (P-value = 0.109) was not statistically significant, the correlation highlights its importance in retaining teachers. A significant negative correlation ($r=-0.68$) and regression analysis (P-value = 0.002) show that job security plays a critical role in reducing turnover intention. A significant negative correlation ($r=-0.65$) and regression result (P-value = 0.000) suggest that manageable workloads contribute to lower turnover intentions. A positive correlation ($r = 0.75$) and significant regression analysis (P-value = 0.001) indicate that limited career growth opportunities increase turnover intention. A strong negative correlation ($r = -0.77$) and highly significant regression coefficient (P-value = 0.000) underscore the critical role of work-life balance in reducing turnover intentions. The model summary ($R^2=0.5461$) shows that approximately 54.6% of the variance in turnover intention can be explained by the included variables, demonstrating a strong overall model fit.

Recommendations

- Private schools should aim to provide competitive salaries to reduce turnover intentions and attract qualified teachers.
- Schools must offer long-term contracts and create a sense of stability to retain their teaching staff.
- Administrators should implement policies to balance workload, such as reducing administrative tasks or offering support staff, to prevent burnout.
- Establishing clear pathways for career progression, including professional development programs, promotions, and recognition, can help retain teachers.
- Schools should adopt flexible working conditions and ensure a healthy work-life balance to improve teacher satisfaction and retention.

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