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AND THEIR TURNOVER INTENTION IN PAKISTANI
SECONDARY SCHOOLS**

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RELATIONSHIP BETWEEN TEACHER'S WORK STRESS AND THEIR TURNOVER INTENTION IN PAKISTANI SECONDARY SCHOOLS

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ABSTRACT

Present study is planned to investigate the relationship between teacher work stress and their turnover intention at secondary school level. The sample of the study was consisted of 32 government secondary schools of Lahore city. Sample size of this study was 300 male and female teachers of secondary school level. The data was collected through standardized instrument. There is positive, weak and significant relationship between male teachers work stress and their turnover intention. In the same way, there is positive, weak and significant relationship between female teachers work stress and their turnover intention. Similarly significant difference was not found among male female teachers regarding turnover intention. In contrast there is significant difference found between married unmarried teachers regarding turnover intention. Present study uncovered the major finding that teacher work stress effect on their turnover intention at secondary school level. Thus, it is concluded that when the work stress is high, turnover intention among teachers will be high and if stress level is low then turnover intention will also low.

Key words: work stress, Causes of Teachers Stress, turnover intention, Stress and Turnover Intention

1. INTRODUCTION

Over the years stress defined in different ways, initially it's regarded as pressure from the environment, after that as tension within the person. Next, these days commonly conventional definition is "one of interaction between the situation and the individual" (Saeeda, 2013; Reddy & Poornima, 2012; Qureshi, Jamil, Iftikhar, Arif, & Lodhi, 2012).

Saeeda (2013) also supported this argument that, stress is the mental and physical state that effects when a person has not enough resources to meet the demand and pressure of the situation. Moreover, it's not just a stimulus or response, but relatively, it is a process by which we recognize and cope with environmental threats and challenges. In addition, different researches have indicated different factors (long working hours, insufficient pay, role ambiguity, poor teaching facilities, insufficient social recognition, poor organizational environment, strained relationship with colleagues makeup a stressful recipe) lead teacher towards stress and effect on the teacher's ability to function efficiently (Mokdad, 2005; Reddy & Poornima, 2012; Fang, Yongqing, & Wang, 2006).

In the same way; Liu, and Onwuegbuzie (2012) Chen, (2002) pointed out that, stressful working condition can lead to serious physical and psychological unfavorable effects on workers, an individual deviates from his/her normal behavior pattern when work stress disturb their stability, that consecutively affect their performance. Similarly dissatisfaction, less commitment, and lower productivity, severe dysfunctional work stressors are associated to increased turnover. Similarly Saeeda (2013) and Chen (2002) also described that stress can be noticed in people's activities, which occurs particularly the change behavior, a sensitive effect of stress might be in the areas of emotions (such as nervousness, worry, irritability, exhaustion), behavior (such as, aggressive, in tears, lacking in enthusiasm, turnover).

In brief, in Pakistan higher education institutions are facing the problem of withholding professional and qualified teacher's the turnover rate has been drastically increased in recent years. In nutshell, different studies have been conducted in different countries that have different socio-economic and culture so the results of each study were different; each study used different independent variables for different setting and different setting.

2. LITERATURE REVIEW

Work stress is also known as occupational stress. Experience of negative emotional states such as anxiety, tension, frustration and depression are known as work related stress factors (Kyriacou, 2001). In addition, Yousoff, (2012); Qayumm, (2012) and Zaman, Khan, Ahmad, & Ikram (2010) revealed that the problem of teachers' work

stress is more rigorous in developing country such as Pakistan, where the university teachers are facing different problems. So, these problems are financial, social, organizational and legislative in nature, which exert pressure on teachers that finally cause stress. Furthermore, Kaur (2010); Qayumm (2012); Yusoff (2012); Schonfeld (2001) mentioned major reasons of teacher stress such like the unnecessary working hours, work overload, large class sizes, amendments in syllabus and courses, and testing requirements, poor supervision, workplace discrimination and lack of support from administration, job insecurity due to redundancy and lack of control over the work, threat of early retirement and denigration of profession by politicians and media.

Likewise, Yusoff (2012) also pointed out that the government policies regarding downsizing, early retirement, and rapid changes in curriculum, creates stress; especially when the teachers not fulfill the governmental regulations. Similarly, Wilson, (2006) described, many terms of turnover intention, such as, propensity to leave, staying or leaving intentions, intent to leave and intention to quit. In the same way, Cole (2002); Sam (2010) and Jonathan, Thibeli, & Darroux (2013) defined turnover intention as "a conscious and deliberate willfulness to leave the organization". In addition, Koech, Tikoko, & Chemwei (2014); Armstrong, (2006); Koech, (2011) found in their studies that high turnover in an organization is a sign of a problem in that organization because a high rate of employee turnover have negative impact on its publicity which causes dissatisfaction amongst employees and negatively affect their production. Moreover, there are many causes why employees voluntarily leave organizations. Furthermore, Mitchell Holtom, Lee, Sablynski, & Erez (2001) indicated two reasons in his study first is personal reason, for example, changes in family situation, while other is organizational, for instance, being passed over for promotion. Consistently, Tiony (2013) highlighted, that previous turnover behavior is a good predictor of future intentions; and demographic variables such as age, experience, education, work, pay, past turnover behavior and long working hours all are influencing factors of turnover intention. In line with previous studies, Kuria, Alice and Wanderi (2012); Kusluvan (2003) observed that when the organization bring out a sense of commitment among employees, and also develop understanding regarding shared goals, among other factors, in turn more academicians experience job satisfaction which further reduce the turnover intentions and turnover rate.

Turnover intention was defined as an individual's behavioral intention to leave the organization (Bigliardi, Petroni, & Dormio, 2005). In addition, the focus was on voluntary turnover, a function of perceived ease of movement and desirability of movement (Carbery, Garaven, Brien, & McDonnel, 2003). Likewise, turnover intention, as opposed to actual turnover, was used for this study because not only have researchers found intention to be an accurate predictor of turnover (McKay Avery, Tonidandel, Morris, Hernandez, & Hebl, 2007), but it is also a more appropriate variable because it gives organizations the ability to intervene and influence the individual's decision to leave the organization (Lazar, 2005). By understanding the predictors of turnover intention, organizations can introduce strategies to prevent turnover intention (Martin & Roodt, 2008).

In align with previous studies, Moore, (2000) claimed, psychological stress of work has a significant effect on turnover intention of an employee. Furthermore, he stated that stress and work tiredness play vital role in increasing employee's turnover. According to Zhang & Lee, (2010) claimed that many studies have tried to find out the factors of stress that resolves people's quitting intention is examining previous by circumstances. Furthermore, Ali & Baloch, (2008) view by observing that job security, stability, procedural justice are affected by unstable, unsecured work environment that decrease the employees satisfaction level, increase stress at work and eventually their turnover intention rate increase. Consistently, Qureshi, Jamil, Iftikhar, Arif & Lodhi (2012) mentioned that deficient job insecurity and status variation among employees and the similar level also cause stress which may determines them to leave the organization. In line with previous studies, Kavanagh, 2005; Cropanzano, Rupp, & Byrne, (2003) mentioned in their study when the amount of stress increase chances of the turnover intention also increase. Another study, revealed that stress is general issue faced by all organizations that comes from various workplace stressors (Zhang & Lee, 2010). In the same way, Neill, Harrison, Cleveland, Almeida, Stawski, & Crouter, (2009) studied the relationship of commitment of work, work climate, characteristics of organizational leadership, and turnover intention. Other scholars noted that high work stress among employees is produced by role conflict and role ambiguity, which leads to frustration and finally develops an intention to search for alternate job, he quits as soon as he finds a better job elsewhere. In brief, Ling & Phillips (2006) observed, these days' organizations are well aware about the balance work life and completion of friendly policies because stress and turnover intention increase due to complex and extra working hours. Similarly, Forsyth and Debruyne (2007) indicated, employees feel that organization is encouraging and providing them work life balance, it increase job satisfaction and decrease work stress which further reduce turnover intention.

2.1 Objective of the Study

- I. To find out the relationship between teachers work stress and their turnover intention at secondary school level.

- II. To compare the relationship between work stress and turn over intension among male and female teachers at secondary school level
- III. To compare the relationship between work stress and turn over intension among married and unmarried teachers at secondary school level

2.2 Hypotheses

Following were the null hypothesis to conduct the study:

- H₀₁ There is no significant relationship between teacher work stress and their turn over intention
- H₀₂ There is no significant relationship between male teacher work stress and their turn over intention
- H₀₃ There is no significant relationship between female teacher work stress and their turn over intention
- H₀₄ Turnover intentions of male and female secondary school teachers are not significantly different
- H₀₅ Turnover intentions of married and unmarried secondary school teachers are not significantly different

2.3 Significance

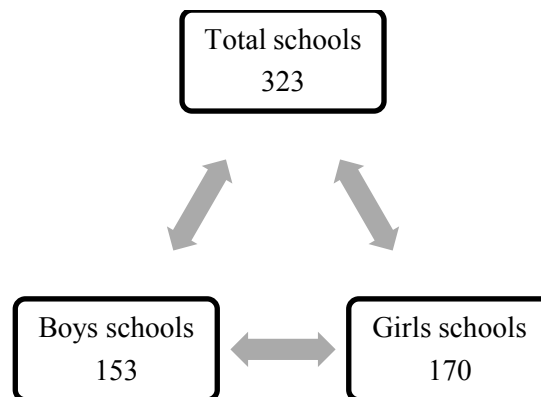
Present study is designed to find the relationship between work stress and teachers turnover intentions. Furthermore, knowing the relationship of teachers work stress and their turn over intention is important not only for adding value and significance, but also develop our understanding and enhance our knowledge by investigating these terms in a collectivist culture of Pakistan, because academicians, nowadays are seriously analyzing the stress coping techniques that contribute to frustration and higher turnover intention rate that ultimately affect academic aims and objectives. In addition, work stress leads teachers to think about turnover. Next, when the stress is not resolved by the higher authority consequently it reduces the teacher's teaching performance. Moreover, these circumstances need direct attention from organization executives to use effective stress coping strategies for reducing stress level and turnover intention of employees. The study try to find out that weather work stress give the teachers thinking about quitting the job or not. It attempt to explore that is work stress positively related with the turn over intention of secondary school teachers or not. On the other hand, it may also facilitate in educational sector of Pakistan by pointing out constructive guiding principles that will help in developing techniques that reduce turnover intentions among teachers, because high turnover of staff is unhealthy for the smooth running of institutions whenever it occurs in the workplace.

3. METHODOLOGY

The nature of present study is descriptive. A survey technique is used. Population consists of all secondary school teachers of city Lahore. 10% sample is selected from these schools by random sampling for research purpose. Two separate questionnaires are used to collected data. Simple descriptive statistics is used to analyze the data. To find out relationship correlation is used.

3.1 Population of the Study

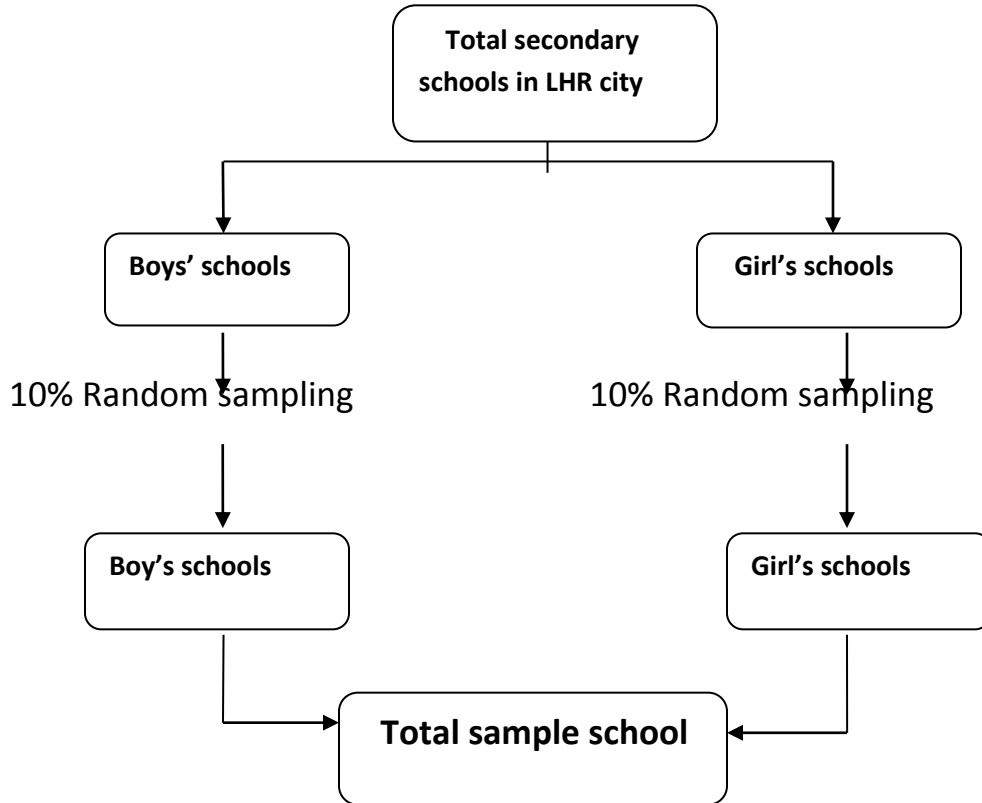
Population of the present study consisted of all secondary schools of city Lahore.



There were 323 secondary schools in city Lahore. Among them 153 were boys and 170 were girls schools.

3.2 Sample of the Study

For the purpose of research 10% sample size was taken. 32 schools from 323 schools were randomly selected. Lists of boys and girls schools were obtained from www.school.punjab.gov.pk which are attached in appendix-A. Among 32 schools, 16 were boys and 16 were girls' schools. All the (344) teachers in sample schools were participants of research by using convenient technique.



Instrument made was distributed among 156 male and 144 female teachers. At all places researcher went herself to collect data. Response rate was about 87% because some of faculty members were on the examination duty and paper checking duty. 300 responses from selected schools were taken. Gender wise percentage of the participants is:

Ser No	Gender	Response number	Percentage %
1	Male	156	87%
2	Female	144	

3.3 Instruments of the Study

Two standardized questionnaires were used as a tool of research which were found on internet during reviewing literature and researcher adapted. It was little bit modified according to research situations and also translated in to Urdu for the facility of the participants. Occupational stress (PS) questionnaire was used to measure the stress level among secondary school teachers on turnover intention scale. In turnover intention questionnaire researcher made the five point Likert scale, respondent were agreed to give their responses. Two separate

instruments were used to diagnose the relationship among them. The instruments were modified and translated into Urdu.

3.4 Turnover intention

As mentioned above turnover intention scale was found on internet during reviewing literature and researcher adapted it for research purpose by the permission of tool developers Dr. Iqtidar Ali Shah. Turnover intention scale was used to find out teachers turnover intention at secondary level. It was also translated into urdu. The instrument was constructed of three themes; the theme 3 has 15 statements respectively to measure turnover intention of the teachers. On five point likert scale respondents were asked to indicate the degree of turnover intention.

3.5 Demographic Survey

Demographic variables are also the part of this survey. Gender and marital status were included in this survey. These factors could highly influence the dependent variables. So to manipulate them, data was collected.

3.6 Data Collection Procedure

Researcher prepared 344 copies of questionnaires. Researcher went herself to the Government schools of Lahore city. Researcher had approached the headmaster/headmistress of these schools and showed the request letter. After reading the request letter, headmaster/headmistress allowed the researcher to go into the staff rooms for the purpose of filling up the questionnaires. Researcher went into the staff rooms and introduced herself to the teachers. After introduction researcher handed over the questionnaires to each teacher individually. Researcher explained the purpose and significance of study to motivate the teachers. The purpose to explain the significance is that, teachers answer the questions carefully. Researcher gave instructions to all of them to fill out questionnaires. Finally filled questionnaire were collected personally.

3.7 Data analysis and interpretation

Data was analyzed through descriptive and inferential statistics. Inferential statistics techniques like t-test, correlation and ANOVA were conducted. t-test Inferential statistics techniques was applied to see the differences between groups and correlation was used to find out the relationship between two variables, finally it is found that there is positive relationship between work stress and turnover intention. The result of this data analysis is given below:

H₀₁. There is no significant relationship between teacher work stress and their turn over intention

Table1: ANOVA Summary: Effect of teachers work stress on turnover intention

Groups	SS	Df	MS	F	p
Between	2155.02	2	1077.51	5.54	.004*
Within	57737.90	297	194.40		
Total	59892.92	299			

*p<0.05

Table 1 shows the analysis of the ANOVA .There is a statistically significant difference between the means. The significance level is as high as p< 0.05 and, therefore, there is significant difference in the mean of the levels of teachers work stress and turnover intention. So it is concluded that when the stress level is high then turnover intention will also high and if stress level is low then turnover intention will also low.

Table 2: Post Hoc test Results: Showing Mean Difference of Groups Regarding level of work stress

Stress level	Mean of difference	P
Low vs moderate	-0.55	.001**
Low vs high	-0.50	0.01**
Moderate vs high	0.06	0.64

* $p < 0.05$

Table 2 shows the mean difference of groups regarding work stress. There is statistically significant difference between low and moderate level of stress and level of significance is as high as $p < 0.05$. There is also statistically significant difference between the mean difference of low and high level of stress significance level is as high as $p < 0.05$.

H₀₂. There is no relationship between male teachers work stress and turnover intention

Table.3: Correlation between male teachers work stress and their turnover intention

Variables	Work stress	Turnover intention	Sig
	<i>R</i>	<i>r</i>	
Work stress	—	.288**	.000
Turnover intention	.288**	—	
P<0.01 level (2 tailed)		N=300	

Table 3 reveals that male teachers stress and turnover intention were correlated, the result showed, the value of Pearson product moment correlation $r = .288^{**}$ at the 0.01 level. So, it is concluded that there is significant, positive but weak relationship between male teachers work stress and turnover intention. Hence null hypothesis is rejected that there is no relationship between male teachers work stress and their turnover intention.

H₀₃. There is no relationship between female teachers work stress and turnover intention

Table 4: Correlation between female teachers work stress and their turnover intention

Variables	Work stress	Turnover intention	sig
	<i>R</i>	<i>R</i>	
Work stress	—	.121**	.000
Turnover intention	.121**	—	
P<0.01 level (2 tailed)		N=300	

Table 4 shows correlation of female teachers work stress and their turnover intention, the result showed, the value of Pearson product moment correlation $r = .121^{**}$ at the 0.01 level. So, it is concluded that there is positive significant but weak relationship between female teachers work stress and turnover intention. Hence null hypothesis is rejected that there is no relationship between female teachers work stress and their turnover intention.

H₀₄. Turnover intention of male female secondary school teachers is not significantly different.

Table 5: Comparison of male and female school teachers regarding turnover intention by t-test

Gender	N	M	SD	t-value	df	p-value
Male	154	49.71	15.54	0.16	298	0.87
Female	146	49.45	12.57			

Table 5 shows Comparison of male and female school teachers regarding turnover intention. The value of t-test shows that there is no significant difference ($p > .05$) between male and female school teachers regarding turnover intention. Hence null hypothesis is accepted that turnover intention of male female secondary school teachers is not significantly different.

H₀₅. Turnover intention of married unmarried secondary school teachers is not significantly different.

Table 6: Comparison of married unmarried secondary school teachers regarding turnover intention by t-test

Gender	N	M	SD	t-value	df	p-value
Unmarried	39	53.33	12.01	1.78	298	0.08
Married	261	49.02	14.38			

Above table reveals that p-value is significant at 0.05 level of significant. So null hypothesis is rejected turnover intention of married unmarried secondary school teachers is not significantly different.

4. FINDINGS

- There is significant difference in teachers work stress and turnover intention. When the stress level is high then turnover intention will also high and if stress level is low then turnover intention will also low.
- Pearson product moment correlation $r = .288^{**}$ indicate that there is weak, positive and significant relationship between male teachers work stress and turnover intention.
- Pearson product moment correlation $r = .121^{**}$ indicate positive, significant but weak relationship among female teachers work stress and turnover intention
- Turnover intention of male and female secondary school teachers is not significantly different.
- Significant difference was found between married unmarried teachers regarding turnover intention.

5. CONCLUSION

Aim of the study was to find out the relationship between teachers work stress and their turnover intention at secondary school level. Major findings the study indicated that there is relationship between teacher work stress and their turnover intention at secondary school level. It means work stress leads teachers to think about turnover.

6. DISCUSSION

To find out relationship between teachers work stress and their turnover intention was the major objective of this study. Current study revealed that there is positive, significant but weak relationship between work stress and turnover intention of secondary school teachers in this study. This finding is supported by many other research studies of Nyamubarwa, (2013); Sheraz Wajid, & Sajid, (2014); Rainayee, (2013); Iftikhar, Arif, & Lodhi, (2012); and Umar, Anjum & Vaseer (2013) which revealed that there is positive relationship between job stress and turnover intentions. In similar way, Lin, Jiangand and Lam (2013) also reported in their study that occupational stress was significantly associated with work-related burnout, stress and turnover intention among employees in a Sino-Japanese joint venture automobile manufacturing enterprise in Guangzhou. However, this is in contrast with the findings of a research by, Caponetti (2012) whose finding revealed that stress was not correlated with turnover intention. Saeeda (2013) mentioned in her study that stress leads to high staff turnover. Likewise, Umar, Anjum, and Vaseer (2014) reported work stress and burnout are highly related constructs. Furthermore, he argued that work stress and turnover are significantly correlated because Hang, Foley, and Loi (2005) verified that individuals who are less satisfied with their job face a high level of work stress; therefore they have a higher propensity to leave their organization. Finlayson, (2003) and Jesus and Conboy, (2001) shed light on the major cause of stress such as, illness, work conflict, pupil discipline, absenteeism, teacher turnover, and other related problems among teacher. Liu, and Onwuegbuzie (2012) and Qureshi, Jamil, (2012) showed that, work stress is not negatively correlated with intent to leave service and stress has a significant effect on turnover intentions. Likewise, workload and employee turnover intentions are positively related because higher stress, insufficient salary, inadequate rest and leaves, work overload, and student attitude are the causes of turnover intention. Chen (2002), concluded in their research that, in the United States almost one third new teachers within their first 5 years left the profession because of their work stress. Next, a lot of hypothetical and empirical studies explore numerous factors/causes that are responsible for employees' turnover. But there is no specific reason why people leave organization. In addition, Ongori (2007) stated that, man power with knowledge and skills are the key assets and it influence the academic and research activities of the organizations but turnover rate of teachers is higher in higher educational institutions.

Present study indicated that there is positive, weak but significant relationship between male female teachers work stress and turnover intention. Research has found that turnover intention of male and female secondary school teachers is not significantly different. Similar to this result Shah, (2013) concluded that no difference found between male female employees in the regard turnover in call center. In contrast the findings of Hundera, (2014); choong, Tan, Keh, & Tan (2013) revealed that the turnover intention is higher among female academic staff.

Another finding of current study is that there is significant difference between married unmarried teachers regarding work stress and turnover intention. While Qureshi et al, (2012) found negative relationship of turnover intention with work place environment. Researcher found that there is positive, weak but significant relationship between male female teachers work stress and turnover intention. Furthermore, it was concluded that male scores are better than female. In contrary Hundera (2014) argued that effect of role stressor and intention to leave is significantly stronger for the female than male.

7. RECOMMENDATIONS

- On the bases of findings it may be need to improve working conditions and work organization in order to decrease stress level and maintain employee's productivity.
- Study concludes that a good and healthy work environment will lead to the less employee turnover intentions.
- Further it can be investigated that due to work stress actual turn over occurs if it happened how many employees left the job due to stress

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