



# The Impact of Work Motivation, Job Stress, Insecurity, and Engagement on Turnover Intention

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## Abstract

The purpose of the study is to examine the impact of Covid19 on various work-related outcomes, for example, job insecurity, stress, engagement, work motivation, and turnover intention of the Primary School teachers in Karachi. The study will help the school administrations to plan/intervene to increase their talent pool in the Covid19 crisis. A survey questionnaire was distributed among primary school teachers of Karachi via Whatsapp, Facebook, and other social media platforms. We received a total of 311 responses and after handling missing data and outliers, only 278 responses were left, which were then further analyzed using SPSS and AMOS for regression analysis. The results found that there is a significant impact of Job insecurity, stress, and engagement on turnover intention. While there is no significant impact of work motivation found on turnover intention, which does not support the self-determination theory of motivation. This research will help schools/institutions to retain their employees who are dedicated and engaged in their job and produce positive outcomes for the company/schools. But the results of this study cannot be generalized over a large population of Karachi because it gathered data from only a few teachers working in Private Schools of Karachi while leaving other parts of the population untouched.

**Keywords:** Covid19, Job insecurity, Job stress, Job engagement, work motivation, turnover intention, self-determination theory

## Introduction

Since the World Health Organization has declared the Covid19 as a pandemic situation for the whole world, various preventive measures have been taken ranging from physical distancing, restricting business activities to complete or smart lockdowns of cities to control the spread of the virus (Abdullah et al., 2021; Kazi et al., 2020). The complete and partial lockdown causing business/industries to face various problems, for example, decreasing financial resources, reduction in sales and profit, decrease in demand, etc (Sun et al., 2020). To sustain in these crises and

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control operational expenses, companies/organizations are temporarily and permanently terminating employees and cut off their salaries thereby creating a situation of panic among people. 54% of the respondents have faced salary cut-off or have been fired by their company to reduce the operational cost (Hanif, 2020). Less than 20% of the companies in Lahore lay off employees permanently without pay and about 30% of the companies have cut off the salaries of their employees (Aftab, Field, Garlick, & Khan, 2021).

The education sector in Pakistan also suffers losses from the closure of educational institutes throughout the country. Millions of low-wage workers in Pakistan can lose their jobs as a result of Covid19 business policies out of which 2 million workers could be from the education sector (Latif, 2020). The teaching community has raised their voice on social media platforms against salary cut-off and losing their jobs despite adapting to an online teaching approach to continue their work. According to news, 10,000 schools across the country have been shut down due to lockdown and around 700,000 teachers have been laid down (NewsDesk, 2021).

Many researchers have found the negative impact of Covid19 business-related policies on employees' work-related behavior (Abdullah et al., 2021; Shafi et al., 2020). Health care workers have experienced a great degree of fear, job stress, and emotional exhaustion (Özdemir & Kerse, 2020). It is also found that job insecurity in times of Covid19 has negatively affected the job engagement of employees, which also affected the turnover intention of the employees (Sun et al., 2020). Job insecurity and its impact on exhaustion, burnout, and turnover intention of employees working in the pharmaceutical sector of KPK. They found that when the perception of job insecurity increases, employees tend to feel more emotionally exhausted, have a burnout attitude, and increased turnover intention (Saif et al., 2020). But many researchers also found the role of work motivation in moderating the impact of job stress and job insecurity, for example, another found that job stress has a negative relationship with employees' performance, but work motivation can play a significant moderating role in reducing the impact of job stress on employees' performance (Zeb & Saeed, 2015). Dysvik & Kuvaas (2010) found that intrinsic motivation and turnover intention are significantly related to each other and employees with high intrinsic motivation are less likely to leave their current organization.

### **Problem Statement and Objective of the Study**

Business-related policies related to lay-off, salary cuts, etc. in various industrial sectors has severely affected employees in terms of stress, insecurity, burnout, and turnover intention. In times of Covid, employees are constantly worried about their jobs, experience stress and burnout, and maybe intend to leave their current jobs (Harms et al., 2017; Kazi et al., 2020; Labrague & de Los Santos, 2021). But no such significant research has been done in Pakistan in times of Covid19 that can understand the impact of job insecurity, stress, engagement, work motivation on turnover intention of employees working in the educational sector especially, private school Teachers working in Karachi.

### **Research Questions**

This research paper aims to explain the impact of job insecurity, Job stress, Job engagement, and work motivation on turnover intention of private school teachers working in Karachi and how Covid19 has created work-related stress, insecurity, and reduced their level of engagement (Khalid & Ali, 2020; Labrague & de Los Santos, 2021; Sun et al., 2020). The study will further investigate the relationship between types of motivation and turnover intention to identify which type of motivation has severely impacted the intention of teachers to leave their current jobs. Given below are the research questions that were raised while reviewing the literature:

1. Does the Job insecurity, job stress, job engagement, work motivation, and turnover intention of private school teachers of Karachi have significantly increased/decreased in times of Covid19?
2. What is the impact of job stress, job insecurity, job engagement, and work Motivation on the turnover intention of private school teachers of Karachi?

### **Justification of the Study**



The Covid19 has caused some irreplaceable physical, emotional, and financial consequences in all people's lives (Bigby, 2020). Covid19 has also impacted the way scientific as well as social research has been done due to the imposed restrictions like lockdowns, work from home policies, etc. and it has significantly reduced the number of research and study assessments in every field especially medical (Mourad et al., 2020).

Therefore, the rationale of this study is to conduct research in Covid19 and understand how it has impacted the turnover intention of primary school teachers when they are experiencing a great degree of job stress, insecurity, and least engagement and motivation. The analysis and result of the study will help companies/organizations/schools to plan or intervene to maintain/increase their talent pool in times of Covid19 by motivating primary school teachers of Karachi accordingly.

### **Scope of the Study**

The scope of the study is to focus on the impact of job stress, insecurity, engagement, and work motivation on turnover intention of primary school teachers working in Karachi in times of the Covid19 pandemic. For this purpose, a survey was circulated amongst primary school teachers of Karachi in which they were asked about job stress, insecurity, and their level of job engagement, work motivation, and turnover intention concerning their current employment. Total 278 responses were collected and analyzed using SPSS and AMOS.

### **Literature Review and Hypothesis Development**

A significant relationship exists between job stress and turnover intention of elementary, middle, and high school teachers (Kim & Baek, 2011; Sewwandi & Perere, 2016). Studies found that job stress increases due to an increase in job demand and a decrease in reward. Literature also stressed reducing the stress in work dynamics to improve the overall performance of teachers (Kim & Baek, 2011). It has been identified that there is a significant negative impact of job insecurity on organizational commitment, perceived organizational support, perceived performance, turnover intention, and change resistance among teachers (Rosenblatt & Ruvio, 1996). Moreover, job demand and job resources are positively correlated with job engagement and turnover intention (Russell et al., 2020). Covid19 has significantly increased the job demand of teachers by shifting towards taking online classes to continue the education and has decreased resources like salary, bonuses, etc. of teachers (Shehzadi et al., 2020). Therefore, it is important to study how this increase in job demands and decrease in resources has impacted the job stress, job insecurity, job engagement, and turnover intention of primary school teachers.

Motivation also plays an important role in achieving the overall organizational goals. In Pakistan, scholars worked on this domain, by collecting responses from educational institutions in Lahore city including colleges, schools, and any academy to find the impact of motivation on employee performance and turnover ratio (Hussain et al., 2018).

### **Theoretical Background**

The theoretical concept of this study is based on self-determination theory (SDT) developed by Ryan & Deci (2020). Though the initial work on SDT began in the 1970s and the first detailed explanation of the theory was issued in the mid of 1980s, an extensive body of research has been developing till today to support and extend the theory further (Ryan & Deci, 2020). Many historical theories of motivation considered it as a unitary concept for a very long time. These theories try to explain human behavior as a form of overall motivation level that humans possessed. SDT began to differentiate between different types of motivation and explain how each motivation affects human behavior differently (Deci & Ryan, 2008).

At its core, SDT theory differentiates autonomous motivation from controlled motivation. Autonomous motivation means doing things because one finds them inherently interesting and internally rewarding. An example of autonomous motivation is intrinsic motivation (IM) which is explained as doing an activity because one finds it interesting and satisfying (Deci & Ryan, 2008). While controlled motivation depends upon the sense/scope of pressure to perform a behavior or a task that is mostly regulated by external factors. For example, one person is forced to do an action because there is a reward associated with that action. Extrinsic motivation is considered as an example of controlled motivation



where human behavior is controlled by external rewards or punishments (Adil & Fatima, 2013; Deci & Ryan, 2008; Gagné & Deci, 2005). SDT further stated that autonomous and controlled motivation are intentional/conscious effort and stand in opposition to motivation (AM) that is characterized by lack of motivation and intention altogether (Gagné & Deci, 2005).

Gagné et al. further explored different types of extrinsic motivation that can be either regulated by external factors or autonomously regulated by internalizing goals and values (Gagné et al., 2015). The external regulation (EXT) is the first form of extrinsic motivation that is noninternalized and refers to the act of doing something to obtain rewards or avoid punishments imposed by others. Introjected regulation (INTRO) is another type of extrinsic motivation that refers to regulating behavior due to internal forces like ego, self-esteem (Gagné et al., 2015). For example, one participates in a competition because it will boost one's self-esteem and ego. Identified regulation (IDEN) is another type of extrinsic motivation that determines human behavior because it is aligned with personal goals and identity (Gagné & Deci, 2005; Yadav, 2019). For example, a nurse cares about other people's health because one identified himself/herself with the well-being of others. Integrated regulation (INTEG) is the type of extrinsic motivation that determines human behavior because people believe that this behavior is an essential part of who they are (Gagné & Deci, 2005).

At one end of the range, we have the motivation and at the other end, we have intrinsic motivation. Between the range of motivation and the intrinsic motivation, there are 4 different classifications of extrinsic motivation namely, external regulation being fully controlled motivation, introjected regulation, identified regulation, and integrated regulation being fully autonomous motivation (Gagné et al., 2015). Moreover, we grouped identification, integration, and intrinsic motivation into a self-determined motivation because of their ability to internalize autonomously without the need for external factors. While motivation, external regulation, and introjection are grouped into non-self-determined motivations because of their dependency on external rewards and punishment (Tremblay et al., 2009). The self-determination theory of motivation is useful for predicting the functionality of any individual in an organization that includes employee performance, engagement, retention, and subjective well-being (Tremblay et al., 2009). Researchers found that intrinsic motivation produces positive consequences that are followed by identified and integrated regulation. Motivation produces the most negative consequences, while Introjected and external regulation produces least to moderate negative consequences. Highly performed employees/individuals are intrinsically motivated and professionally engaged with their work and organizations (Chalofsky & Krishna, 2009). Intrinsic and extrinsic motivation affect student engagement differently. Intrinsically motivated students showed authentic engagement, while external regulation, introjection, identification, and integration displayed ritual, passive compliance, and retreatism form of engagement and motivation shows the rebellious form of engagement (Saeed & Zyngier, 2012).

### ***Work Motivation and Turnover Intention***

The literature describes turnover intention as the phenomenon in which employees are intended to quit/leave their current jobs/employment (Frye et al., 2020; Nazim, 2008). Motivation has a great role in lowering employee turnover intention supported by several theories like cognitive career theory and cognitive evaluation theory. Apart from this, the significant effect of feedback and self-efficacy has also been noticed in the literature. The study conducted by Miao et al (2010) identified in empirical results that turnover intention was influenced by both feedback and self-efficacy, positively moderated the influence of intrinsic motivation, and negatively moderated the influence on extrinsic motivation (Miao et al., 2020).

***H<sub>1</sub>: Work Motivation (WM) will have a significant impact on the turnover intention of primary school teachers of Karachi.***

Cho and Lewis argued that intrinsic motivation has a major impact on reducing turnover intention because there is no condition associated with intrinsic motivation (Cho & Lewis, 2012). Similarly, Autonomous motivations are negatively associated with turnover intention because an intrinsically motivated employee is less likely has an intention to leave his/her job (Fernet et al., 2017). Extrinsic motivations are positively associated with negative outcomes that sometimes lead to employee turnover intention (Kuvaas et al., 2017). Because the more employees' behavior is determined by external factors



like reward and punishment, then they are more likely to produce negative outcomes due to changes in the external environment. Covid19 has affected the work dynamic environment in terms of cutting employees' salaries and termination of employees; therefore, it is important to study the relationship of different motivations with turnover intention in times of Covid19 (Chapman et al., 2020).

### ***Job Stress and Turnover Intention***

Job stress is also another factor that can impact turnover intention. Job stress is described as a condition in which an employee perceives that the demand from the job exceeds the personal and social resources available to the individual (Saadeh & Suifan, 2020; Sewwandi & Perere, 2016). Several research has been done on understanding the relationship between job stress and turnover intention. (Ahmad et al., 2015; Imran et al., 2011). The relationship of job stress with turnover intention and employee performance has been studied and identified that job stress is positively associated with employee turnover intention while negative with employee performance, thus more the job stress lowers employee work performance and overall organization's profitability gets hit (Arshadi & Damiri, 2013; Zeb & Saeed, 2015).

Another study concluded that extrinsic motivation led to stress and anxiety among the employees. However, the impacts led to personal and family life too (Luo, 1999). In times of Covid 19, continuous restructuring of business activities, downsizing, and cutting on salaries can create significant job stress for employees (Labrague & de Los Santos, 2021). However, there is a need for exploring the factor considering the teachers of private institutions.

***H<sub>2</sub>: there is a significant impact of job stress on turnover intention.***

### ***Job Insecurity and Turnover Intention***

Job insecurity can be defined as the perception of employees regarding the continuity of their current employment (Çınar et al., 2014). Literature explained job insecurity as feeling threatened regarding the loss of employment and can have negative consequences on individual wellbeing and organizational functioning. He also argues that job insecurity among employees usually results from radical economic changes (De Witte, 2005). Covid19 pandemic has caused significant economic changes via lockdowns and shutting down of businesses due to loss. Found significant impact of job insecurity caused by Covid19 on the turnover intention that is fully mediated by job engagement of hotel employees (Sun et al., 2020). Social exchange theory (SET) helps the researchers to know why employees' turnover intention increases. A Turkish study explored the relationship existing between independent variables job insecurity, co-workers on independent variable social loafing where else turnover intention played role of mediating variable (Akgunduz & Eryilmaz, 2018).

***H<sub>3</sub>: there is a significant impact of job insecurity on turnover intention.***

### ***Job engagement and Turnover Intention***

Job engagement can be defined as a feeling of being fully invested, connected, and integrated into one's job life (Erdil & Muceldili, 2014). Job engagement is a positive job-related disposition identified by the full absorption and dedication of employees in their job roles (Schaufeli & Bakker, 2004). High job engagement has positive consequences like increased organizational effectiveness and employee performance, and support creative and productive work dynamics (Sun et al., 2020). Job engagement and turnover intention work inversely, as soon as possible an employee starts engaging him in day-to-day organizational activities the turnover intention minimizes (Chapman et al., 2020). For this number of researchers have worked in this domain to undermine turnover intentions and retain dedicated employees. The significant effect of employee work engagement on turnover intention was measured considering the trust playing mediating role in between, while itself being influenced by moderating variable of job embeddedness (Rafiq et al., 2019).

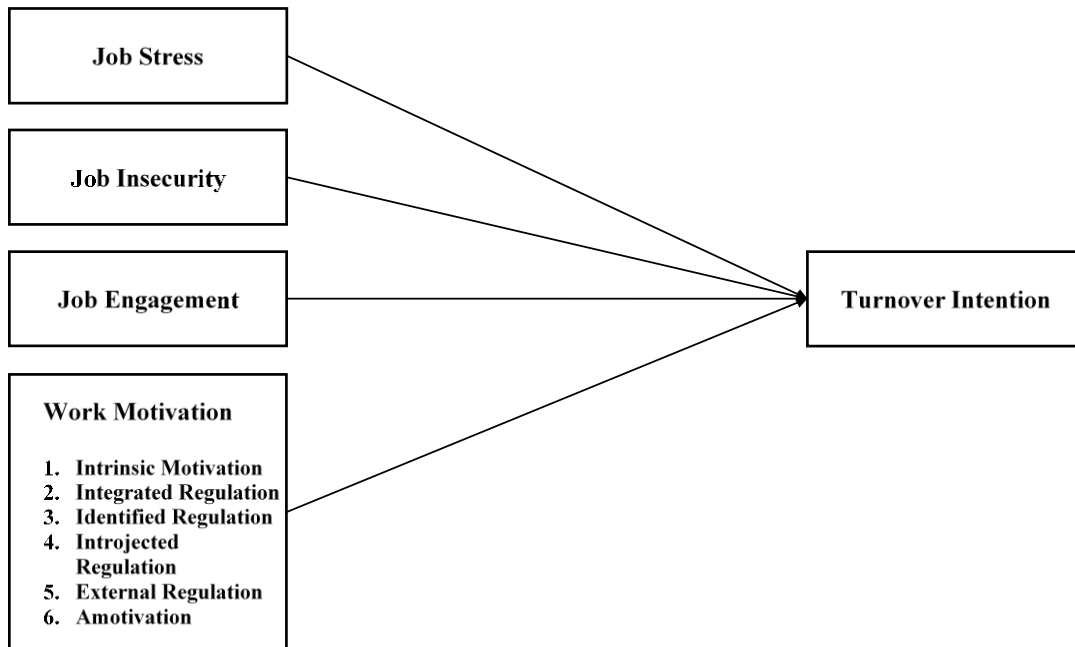
***H<sub>4</sub>: there is a significant impact of job engagement on turnover intention.***

## **Proposed Conceptual Model**

The conceptual model of the current study includes the different types of motivation as proposed by self-determination theory and examines whether the theory proposition regarding

consequences of work motivation is supported or not. Other variables like job stress, job insecurity, and job engagement also included that have possibly created an impact on turnover intention of primary school teachers of Karachi.

**Figure 1: Proposed Hypothesized Conceptual Framework**



## Methodology

### Research design

This is quantitative research and for this study, we designed a questionnaire to be filled by teachers working in private schools in Karachi, and data was collected using convenience sampling technique (Adil & Fatima, 2013; Marshall, 1996). The convenience sampling technique has been widely used in such types of studies (Battaglia & Lavrakas, 2013). The questionnaire was distributed online, with no physical interaction with respondents as per the Covid19 SOPs. Online channels such as WhatsApp, Facebook, and Email were used for respondents strictly within Karachi city private school teachers.

### Population and Sample

The population considered for this study is the private school teachers working in Karachi (Adil & Fatima, 2013). It is recommended that 250 sample size is enough for a quantitative study (Hair et al., 2010). Item/Variables to the respondent's ratio can also be considered for the sample size selection (Onwuegbuzie et al., 2010). The sample size for this study is 270 respondents after excluding outliers to check the hypothesis used to collect data to have more respondents requested teachers to spread the questionnaire to other fellow teachers working in private schools.

### Instrumentation

The first part of the questionnaire comprised of demographics (7) items including age, gender, qualification, salary, and experience from respondents as these characteristics play a significant role in identifying the different attitudes of respondents. The second part contains questions related to Job stress adopted (Jamal & Baba, 1992). To measure job insecurity, the scale was adopted from previous studies (Akgunduz & Eryilmaz, 2018; Pienaar et al., 2013), all 6 items are measured on 5 points Likert scale, responding to the questions like how much agreed or disagreed they are? with given statements in items. The fourth part contains individual six constructs which collectively explain 'Work motivation' WM, three-item sub-scales are IM=3-items Intrinsic Motivation, INTEG =3-items



Integrated regulation, IDEN=3-items Identified regulation, INTRO=3-items Introjection regulation, EXT=3-items External regulation, AMO= 3-items Amotivation. All of these items are measured using a questionnaire based on a five-point Likert scale (Tremblay et al., 2009).

The fifth part is about Job Engagement JE (5) items measured on 5 points Likert scale (González-Romá et al., 2006) and lastly, turnover intention TI (4) items were adopted from research done (Sun et al., 2020). Each construct was measured using 5 points Likert scale from 1 = Strongly Disagree to 5= Strongly Agree.

## Results

### Profile of the Respondents:

We have received a total of 311 responses to our survey. After handling missing data from the responses and identifying outliers from the data by calculating a standardized z-score value for each construct and removing standardized z-score values that are not in the specified range of -3 to +3 (Abdurrahman, 2018), there were only 278 responses left. The demographics of the collected data are given below:

**Table 1: Demographics of the Data Collected**

Variables	Frequency	Percentage
<i>Gender</i>		
Male	92	33.09%
Female	153	55.04%
Prefer not to say	33	11.87%
<i>Age</i>		
Less than 20 years	13	4.68%
21 – 30 years	128	46.04%
31 – 40 years	83	29.86%
41 – 50 years	43	15.47%
51 and above	11	3.96%
<i>Qualifications</i>		
Matriculation/O-levels or below	8	2.88%
Intermediate/A-levels	41	14.75%
Graduation	116	41.73%
Masters	97	34.89%
Others	16	5.76%
<i>Income Level</i>		
20,000 or below	76	27.34%
20,001 – 40,000 PKR	82	29.50%
40,001 – 60,000 PKR	75	26.98%
60,001 – 80,000 PKR	31	11.15%
80,001 or above	13	4.68%
<i>Marital Status</i>		
Single	87	31.29%
Engaged	59	21.22%
Divorced	25	8.99%
Widow	17	6.12%
Married	89	32.01%
Missing	1	0.36%
<i>Experience</i>		
1 year or less	44	15.83%
1 – 5 years	106	38.13%
6 – 10 years	73	26.26%
11 – 15 years	33	11.87%
more than 15 years	22	7.91%

Most of the respondents lie in the age range of 21 –30 years (46.04%). About 41.73% of the respondents have completed their graduation and only 2.88% of the respondents have completed matriculation/O-level exams. Most of the respondents about 29.50% have an income level that falls under the category of (20,001-40,000 PKR). It is also clear from the above table that most of the respondents are married about 32.01%, followed by 31.29% of the single respondents. Most of our respondents have 1 - 5 years



(38.13%) of experience of teaching followed by 26.26% of the respondents who have 6 - 10 years of teaching experience.

### Normality Check and Reliability of the Constructs

To confirm the normality conditions, this study ensured that the skewness and kurtosis value of the data set is within the specified range, i.e. -1 to +1, and kurtosis value should be in the range of -3 to +3 to represent the normality of the data (Abdollahi et al., 2015; Hair et al., 2010). Table 2 shows that that data is normally distributed as the skewness and kurtosis values are within the recommended range.

**Table 2: Descriptive Statistics of the Data Collected**

Constructs	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's Alpha	Items
Job Stress	3.18	.863	-.151	-.171	0.829	6
Intrinsic Motivation	3.79	.957	-.492	-.177	0.807	5
Integrated Regulation (INTEG)	3.76	.911	-.426	-.234	0.810	3
Identified Regulation (IDEN)	3.68	.911	-.269	-.374	0.808	3
Introjected Regulation (INTRO)	3.53	.948	-.243	-.363	0.748	3
External Regulation (EXT)	3.74	.945	-.341	-.529	0.815	3
Amotivation (AMO)	3.24	.921	-.281	-.362	0.681	3
Job Engagement (JE)	3.54	.832	-.370	.212	0.801	3
Turnover Intention (TI)	2.98	1.030	-.074	-.567	0.844	5
Job Insecurity	2.93	.850	.103	-.118	0.715	4

Reliability refers to the consistency of the construct (Brunner & Süß, 2005). Cronbach's coefficient alpha was used in this study to measure the reliability of the constructs (Sekaran, 2010). Table 2 shows that the internal reliability of all the constructs used in this research can be considered as acceptable i.e.  $CA > 0.6$  (Flynn et al., 1994; Sekaran, 2010).

### Validity of Constructs & Correlation Analysis

Validity refers to measuring the authenticity of any construct that is being measured (Flynn et al., 1994). Convergent validity and discriminant validity tests were conducted (Sekaran, 2010). Exploratory factor analysis (EFA), Kaiser-Meyer-Olkin (KMO), Bartlett's Test of Sphericity (BTS), and the Cumulative Factor Loading Extraction were measured (Chan & Idris, 2017). For any construct to be valid, the KMO value should be greater than and equal to 0.60, Bartlett's Test of Sphericity should be at  $\alpha < .05$ , and cumulative factor extraction should be greater than 50% (Chan & Idris, 2017). Table 3 shows that all the constructs confirm the required criteria for the KMO, Bartlett's Test of Sphericity, and cumulative factor extraction.

**Table 3: Construct Validity Analysis**

Constructs	No. of Items	KMO	BToS	Sig level	CVE
Job Stress	6	0.859	519.29	0.000	54.00%
Job Insecurity	5	0.722	644.3	0.000	59.48%
Intrinsic Motivation	3	0.710	270	0.000	72.14%
Integrated Regulation (INTEG)	3	0.709	277.9	0.000	72.50%
Identified Regulation (IDEN)	3	0.701	276.1	0.000	72.23%
Introjected Regulation (INTRO)	3	0.681	193.75	0.000	66.53%
External Regulation (EXT)	3	0.682	309.9	0.000	73.11%
Amotivation (AMO)	3	0.600	161.53	0.000	61.62%
Job Engagement (JE)	5	0.828	429.99	0.000	56.61%
Turnover Intention (TI)	4	0.812	447.85	0.000	68.29%

Note: KMO = Kaiser-Meyer-Olkin, CVE= Cumulative Variance Explained, BTS = Bartlett Test of Sphericity





The correlation coefficient values range from -1 to +1 with values towards -1 indicating a strong negative relationship between the variables and values approaching towards +1 indicating strong positive relationships between the variable (Gogtay & Thatte, 2017). It is also important to check discriminant validity to make sure that all the constructs are unique and distinct from all the other variables present in the study (Sekaran, 2010). For any construct to be discriminately valid, the square root of the variance should be greater than each pair of correlation coefficients (Zait et al., 2011). Table 4 shows that all the constructs are valid because they are meeting the criterion that is the square root of the variance should be greater than each pair of the correlation coefficient.

**Table 4: Discriminant Validity Test**

Construct	JS	JI	IM	INTEG	IDEN	INTRO	EXT	AMO	JE	TI
<b>JS</b>	<b>0.67</b>									
<b>JI</b>	.657	<b>0.65</b>								
<b>IM</b>	.215	-.202	<b>0.76</b>							
<b>INTEG</b>	.254	.380	.741	<b>0.77</b>						
<b>IDEN</b>	.339	.301	.670	.759	<b>0.77</b>					
<b>INTRO</b>	.146	.180	.553	.596	.688	<b>0.71</b>				
<b>EXT</b>	.261	.153	.511	.549	.608	.516	<b>0.78</b>			
<b>AMO</b>	.417	.460	.194	.240	.277	.315	.336	<b>0.70</b>		
<b>JE</b>	.280	.278	.593	.618	.599	.473	.441	.246	<b>0.68</b>	
<b>TI</b>	.568	.589	.262	.200	.258	.272	.251	.509	-.251	<b>0.76</b>

### Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was conducted in AMOS to check the factor loadings in the measurement model. It has been identified that all the values of the loadings were found greater than 0.5 is considered to be in the acceptable range (Chan & Idris, 2017; Kim et al., 2016) that can be depicted in Table 5.

**Table 5: Factor Loadings in CFA**

	A_Mot	Turnover_Intention	Engagement	Ext_Mot	Intr_Mot	Id_Reg	Integ_Reg	Int_Mot	Insecurity	Stress
AMO3	0.724									
AMO2	0.785									
AMO1	0.569									
TI4		0.676								
TI3		0.843								
TI2		0.776								
TI1		0.74								
JE5			0.411							
JE4			0.654							
JE3			0.804							
JE2			0.761							
JE1			0.718							
EXT3				0.659						
EXT2				0.812						
EXT1				0.864						
INTRO3					0.79					
INTRO2					0.721					
INTRO1					0.602					
IDEN3						0.745				
IDEN2						0.79				
IDEN1						0.761				
INTEG3							0.726			
INTEG2							0.774			
INTEG1							0.803			
IM3								0.808		
IM2								0.744		
IM1								0.724		
JI8									0.766	
JI7									0.775	
JI6									0.626	
JI5									0.722	
JS6										0.645
JS5										0.704
JS4										0.705
JS3										0.688
JS2										0.656
JS1										0.616

### Structural Equation Modeling - Model Fit Analysis



To check the conceptual model fitness, the entire model was analyzed using AMOS and different fit statistics were used to assess the structural equation model. Fit indices criterion as suggested by several statisticians (Connell, 1987; Elizar et al., 2017; Hooper et al., 2008; Nair & Mukunda Das, 2012; Parry, 2020) are required to meet the fitness of model is shown in Table 6.

**Table 6: Model Fit Benchmarks**

Name	Measure	Values	Acceptable Range
Chi-Square Test	X2 or CMIN	840.998	Low
Absolute Fit indices	CMIN/DF	1.877	< 5
Comparative Fit Index	CFI	0.905	> 0.95
Tucker-Lewis Index	TITLE	0.901	> 0.90
Root Mean Square Error of Approximation	RMSEA	0.056	< 0.08
Parsimony Comparative Index	PCFI	0.818	> 0.70
Parsimony Normed Fit Index	PNFI	0.740	> 0.70
PRATIO	PRATIO	0.903	> 0.70

Table 6 shows the indices of model fit and the respective values for the proposed conceptual model. All the values representing fit indices lie in the acceptable range.

### Hypothesis Testing

We also test the hypothesis proposed in the study by using structural equation modeling. Table 7 included below contains the estimates, standard error, a critical ratio that is the estimate divided by a standard error and also known as t-value, and p-value against each construct's relationship.

**Table 7: Regression Weights**

Hypothesized Path	Estimates	S.E.	C.R.	P-value
H1: Turnover_Intention <--- Work Motivation	0.273	0.142	1.915	0.056
H2: Turnover_Intention <--- Job Stress	0.395	0.168	2.354	0.019
H3: Turnover_Intention <--- Job Insecurity	0.397	0.121	3.272	0.001
H4: Turnover_Intention <--- Job Engagement	-0.297	0.125	-2.378	0.017

The above table 7 of regression analysis yields the following results:

- **H<sub>1</sub>** - Work Motivation (WM) will have a significant impact on turnover intention is not supported because the p-value is greater than 0.05.
- **H<sub>2</sub>** - there is a significant impact of job stress on turnover intention is supported because the p-value is less than 0.05 and 1 unit change in Job stress can produce 0.395 unit change in turnover intention.
- **H<sub>3</sub>** - there is a significant impact of job insecurity on turnover intention is supported because the p-value is less than 0.05 and 1 unit change in Job insecurity can produce 0.397 unit change in turnover intention.
- **H<sub>4</sub>** - there is a significant impact of job engagement on turnover intention is supported because the p-value is less than 0.05 and 1 unit change in Job engagement can produce -0.297 unit change in turnover intention.

### Discussion and Conclusion

In times of Covid19, employees are badly affected by their jobs (Chapman et al., 2020; Sun et al., 2020). The findings and results of this study indicate that work motivation does not significantly influence turnover intention and hence, the study rejected the hypothesis based on the self-determination theory. The possible explanation of this could lie in the assumptions of the self-determination theory because it assumes that people are innately driven toward growth and change. They want to grow by



gaining three innate and universal psychological needs – competency, relatedness, and autonomy (Gagné & Deci, 2005; Ryan et al., 2009). Autonomy is described as a feeling that people want to control their actions due to which people set their objectives and goals. This autonomy brings a positive change in people's life. Moreover, autonomy enhances the employees' self-determination due to which their performance and engagement increases and turnover intention decreases (Russell et al., 2020). Similarly, people want to feel competent enough to achieve success in life; they will constantly learn new things and skills to update themselves. People also want to connect with others to feel a sense of social security, belongingness, and attachment (Chapman et al., 2020). All of these need drive human behavior and keep them motivated and then they depict different times of motivation.

### **Managerial and Theoretical Implications**

It is quite evident that in times of Covid19, people are no longer motivated towards work because they do not control their actions and behavior because the impact of the environment in terms of Covid19 is quite strong (Chapman et al., 2020). They cannot predict their future, jobs, work, relationships, etc., there is a loss of control in one's life. Similarly, they don't want to master the skills needed for success because they don't know whether these skills will help them to survive in these crises. Lastly, they don't want to feel connected with others as well because of the fear of Covid19 (Labrague & de Los Santos, 2021). Since, the work motivation of people, or more specifically, primary school teachers of Karachi do not impact their intention to leave their current jobs because they are not motivated to achieve autonomy, competency, and sense of relatedness. These findings reflect on Maslow's need hierarchy theory of motivation, which states that human needs are arranged in the shape of a pyramid; at the bottom, we have basic needs that include needing like food, water, warmth, etc. followed by safety needs, Belongingness, self-esteem, and at the top human have to need to self-actualize their potentials (Rono, 2017). The theory also states that unmet needs at the bottom will inhibit the person to reach the next need fulfillment (Ball, 2013; Ramlall, 2004). So we can say that since people's need for security and belongingness cannot be met, therefore, they are not inclined to achieve the need for competency, autonomy, and relatedness.

The result also found that there is a significant impact of job insecurity, job stress, and engagement on turnover intention of primary school teachers of Karachi because during Covid-19 there is less mental health access and loss of positive activities plus involuntary job loss causes anxiety, depression, and stress. For that, school management needs to discuss and show concerns to teachers to elevate distress and depression which is caused by the fear of losing their job giving them training and the support to overcome job insecurity and job stress factors (Chapman et al., 2020; Holmes et al., 2020) To increase job engagement for teachers schools can go for job reattachment strategy leaders must continuously motivate and provide safe environment taking precautionary measures against deadly covid-19 (Yuan et al., 2021).

### **Limitations of the Study**

- This study is restricted to the teachers working at private schools in Karachi. Hence the results may be different for other cities of Pakistan.
- The study is based on the perceptions and opinions of the teachers working during covid-19 at Karachi private schools. Hence, this study is useful for other researchers when the research is done in the scenario of covid-19 and its impacts on teachers/employees working at private schools.
- Though the data was collected via questionnaire from respondents and they were free to rate for the questions being asked, there is the possibility that some of the respondents might have filled the survey intentionally wrong.

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***KASBIT Business Journal, 14(4), 138-154, December 2021***

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