

Effect of Wellbeing on Turnover Intentions of University Teachers

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ABSTRACT

Aim of the Study: The purpose of this research was to find the independent variable effect Wellbeing (WB) with Turnover Intentions (TOI) as the dependent variable. Furthermore, the effect of independent variables on dependent variable was to find out and to measure, at what extent the level of WB and demographic effect on TOI of university teachers.

Methodology: The population was all the teachers from Gomal University, Dara Ismail Khan, KPK. A simple random sampling method was used, and the researcher selected the sample frame according to Mugenda & Mugenda (2003). Data in this research was collected by survey method through Google Forms website, personal visits, WhatsApp and the sample size was 106 university teachers, the gender wise distribution was as 87 (82%) male and 19 (18%) female teachers. SPSS 27 version was used incorporating descriptive statistics, the correlation was used to check the relationship and Linear Regression was used to check the association between each variable in this research.

Findings: The key findings of correlation analysis were that WB had a positive and significant relationship with TOI. Furthermore, findings of regression analysis also showed that independent variables have a significant effect on dependent variable. Anyhow, the independent variable WB significantly explained TOI and caused variance in it from the findings of regression analysis revealed.

Conclusion: It is concluded that the effect of WB on TOI is significant in university teachers because this illustrates that teachers who have met WB in their working environment are more beneficial, supporting the university's objectives and goals, and low intention to leave university.

Keywords: Wellbeing, Turnover Intension, Job Satisfaction.

Introduction

As per the findings of Wu, Rafiq, and Chin (2017), employees tend to have confidence in their managers when the managers demonstrate concern for the wellbeing (WB), additional attention, and assistance of the employees. Furthermore, instances where employee conduct led to dissatisfaction, employees were

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deprived of assistance and concern. The attitude of the employee is not solely affected by their comparative income but also by their position and status in terms of salary within the organization. For instance, whether an employee ranks fourth or forty-fourth in terms of salary within the organization, their treatment remains significant.

The primary driving force for effective education lies with the teachers. Various factors may influence teacher turnover, but it is crucial to have a thorough grasp of teachers' emotions, attitudes, welfare, wellbeing, and perspectives (Wu, Rafiq, & Chin, 2017). Hean (2001) highlighted that teachers who experienced greater job satisfaction (JS) tended to achieve better outcomes. Specifically, the fairness within university systems and the WB of teachers are intricately linked to the future progress of universities. Therefore, delving deeper into teacher turnover warrants significant inquiry.

Employee turnover intention (TOI) remains widespread, with the UK's retaining rate be around merely 81% over a one-year period (ONS, 2019). In the United States (US), 27% of employees willingly left their jobs in 2018, incurring a cost of \$617 billion (Work Institute, 2019). A substantial 77% of these departures were labeled as 'avoidable', meaning they were under the manager's control (Bakar et al., 2021). The emergence of COVID-19 has worsened an already challenging scenario, sparking what's been termed the 'Great Resignation' (Klotz, 2021), as employees seek a more favorable work-life equilibrium. In August 2021, monthly resignation rates in the US peaked at 4.3 million (2.9% of the workforce) (BLS, 2021). A 2022 survey conducted by PWC, encompassing 52,000 workers across 44 nations (Ellerbeck, 2022), disclosed that 20% of respondents were contemplating leaving their current positions. While salary emerged as the primary factor motivating potential job changes (71%), job satisfaction (JS) (69%) and the ability to express oneself at work (66%) ranked second and third, respectively.

In their study, Wu, Rafiq, & Chin (2017) introduced TOI for the first time, framing it as a facet of the socialization process. They posited that dissatisfaction arising from interactions within an organization could prompt an employee to contemplate leaving their job or facing a crisis. TOI, according to the authors, encapsulated an employee's sense of dissatisfaction leading to a withdrawal in their behavior.

The research conducted by Afridi (2018) formulated a model delineating the decision-making process behind turnover. He proposed that employees contemplating switching might be swayed by the level of organizational fairness and their overall WB. Nevertheless, feelings of discontentment could engender adverse behaviors such as absenteeism and lethargy, which in turn foster thoughts of departure.

Turnover also encompasses the intermediate mental processes involved in deciding whether to stay or leave, as well as an individual's attitude toward their job (John, 2000). Abid & Butt (2017) defined turnover as the act of leaving an organization, emphasizing that it involves employee withdrawal. They suggested that the level of satisfaction or dissatisfaction with one's current job influences the decision to stay or quit within the organization (Rafiq, Wu, & Chin, 2017).

In his research, John (2000) highlighted that turnover was primarily influenced by the interactions among organizational dynamics, individual attributes, environmental factors, and job-related elements. After thorough consideration, a definitive decision regarding turnover typically emerged, with the formal notice of resignation often following this conscious deliberation. This study aimed to examine the effect of WB on TOI of university teachers.

Statement of the Problem

Numerous research studies have highlighted the significant impact of WB on various aspects of the workplace, including institutional obligations, workplace effectiveness, TOI, and JS. WB not only enhances personal satisfaction and development for employees but also plays a crucial role in institutional productivity. When university teachers perceive their university atmosphere as fair and equitable, they are more satisfied, inclined to work diligently and remain committed to their roles. This is because fair organizational practices, strategies, and measures instill a sense of security and stability, thereby boosting confidence and belief in one's ability to navigate challenging circumstances. Additionally, educators who

feel valued and acknowledged for their contributions are more likely to cultivate a sense of self-efficacy, thereby further benefiting the organization.

Moreover, when educators perceive their organizational setting as equitable and impartial, they are more likely to be deeply affianced, involved in their teaching endeavors. Equitable and just organizational practices can cultivate self-sufficiency, autonomy, self-confidence, and positive attitudes, all of which foster enthusiasm, inspiration, stimulus and enthusiasm for the profession. Educators who feel reinforced and valued by their organization and peers are more inclined to explore innovative teaching approaches, strategies and embrace experimentation in their pedagogical approaches. Contrariwise, an unfair or unjust organizational climate can result in deterrence, demoralization, disillusionment, and fatigue, thereby heightening TOI among teachers. This emphasizes the critical importance of a caring setting and environment within educational institutions for facilitating effective teaching and learning process.

Teachers who employ unconventional teaching methodologies significantly contribute to the advancement of educational institutions. Consequently, there is a pressing requirement to explore the pivotal role of WB in the TOI of university educators. The present research endeavor seeks to investigate the impact of WB on the TOI of university teachers at Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa. While initial studies in economics concentrated on factors such as salaries, hours, and individual/ professional attributes, current study indicates that the effect sizes linked with these factors are generally modest to reasonable (Grifeth et al., 2000). Consequently, attention has shifted towards examining the influence of non-monetary aspects of the job on how employees assess and experience their work life (Akerlof et al., 1988; Lazear & Shaw, 2007). These attitudinal factors collectively constitute 'work utility' and are usually encompassed by the overarching concept of worker well-being (WWB). Labor economists commonly utilize a single WWB dimension, namely job satisfaction (JS), as a proxy for overall WWB. Within the literature on turnover, JS has also conventionally served as a stand-in for 'job quality', as defined by Clark (2015), which encompasses the work conditions encountered and the perceived and actual impact of work on enhancing or diminishing WWB.

Objective of the Study

To examine the effect of WB on TOI of university teachers.

Null Hypothesis

Ho₁: There is no significant effect of WB on TOI of university teachers.

Literature Review

In this section, the researchers have conducted secondary research to support the research objective. A comprehensive discussion has been provided by the researcher on research variables, aiming to encompass all perspectives related to the impact of WB on TOI. This literature review serves to enhance understanding of the relationship between WB and TOI among university teachers, thus forming the core focus of the research investigation.

Wellbeing (WB)

Employee WB encompasses an individual's emotional, emotive state in response to both constructive and destructive results associated with job-specific tasks within a particular life context. While various job-related WB outcomes and predictors such as burnout, breakdown, work commitment, and JS have been extensively studied, life-related WB factors like life satisfaction, contentment and serenity have been largely overlooked in the management field (Bakker, 2015).

WB can be understood as the satisfaction, gratification one feels in response to and perception, insight of the intensity and frequency of affirmative, optimistic feelings. Chinese philosophy accentuates the concept of harmony, accord, while Western philosophy emphasizes happiness as the ultimate good. In both Western and Chinese cultures, WB is rooted in the pursuit of happiness, which is viewed as a

consequence of leading a virtuous life and seeking things that bring satisfaction. Happiness perception is intrinsic and subjective, varying from person to person as individuals pursue different forms of happiness (Wu, Rafiq, & Chin, 2017).

From a comprehensive literature review, six elements of WB have been identified: personal growth, purpose in life, self-acceptance, positive relationships with others, autonomy, and environmental mastery. Furthermore, personal growth entails individuals' desire to continually develop and fulfill their potential as individuals. Self-acceptance involves maintaining a positive attitude towards oneself (Briner, 2000).

The aim of existence is believed to involve the belief that individuals can ascribe significance and direction to their lives. A favorable connection with others is a shared belief, the ability to discern others, foster deep esprit de corps, companionship, comradeship and foster a positive interpersonal, interactive bond with others. Environmental proficiency refers to an individual's capability to generate and manage intricate circumstances. Autonomy pertains to individuals' capacity to assess and govern their conduct (Ryff & Singer, 2008).

Within the workplace, employees will encounter the six facets of WB. The workplace has transformed into a space for meeting and sharing experiences with colleagues, exchanging ideas, and socializing. It's evident that employees cannot be detached from social connections, which can impact their job performance. Additionally, it has been elucidated that decent WB correlates with enhanced work productivity (Cropanzano & Wright, 2000).

Optimal WB among employees correlates with increased cooperation, extended working capacity, efficiency, timeliness, and reduced absenteeism within an organization. When individuals possess robust WB, they are better equipped to perform effectively. WB is defined as a life marked by engagement with existential challenges (Amin & Akbar, 2013). Various theories concerning WB exist, including the satisfaction theory, which posits that WB arises from the fulfillment of personal needs and necessities, leading to happiness; conversely, a decline in WB results in prolonged dissatisfaction with needs. The trait theory suggests that employees' inherent traits contribute to their sense of happiness, with different traits among employees leading to varied intensities of feelings and experiences (Koc, 2005).

The third theory, known as the judgment theory, posits that WB results from comparison and relativity. The feeling of joy arises when a situation faced is better than the expected one. The fourth theory, the model of dynamic equilibrium, suggests that the feeling of satisfaction is influenced not only by stable individual traits and long-term factors but also by short-term events in life (Diener, 2000).

Thus far, there hasn't been a logical framework for evaluating specific job-related WB due to the intricacies, multifaceted complexities, and nuances inherent in this concept's environment. More precisely, job-associated WB should be delineated by a metric that captures the essential essence of employees' diligence and contentment. Work commitment, defined as a gratifying, positive, job-related outlook, particularly implies an underlying motivation fostering employees' satisfaction, enabling individuals to ardently invest significant resources, such as effort and time, into their work (Rafiq, Wu, & Chin, 2017).

However, life satisfaction, as a subjective measure of WB, can influence an individual's sense of happiness from broader and deeper perspectives than job-related WB does. These perspectives encompass issues ranging from work-family conflict to self-realization and overall life satisfaction. Hence, it is essential to consider both the domains of life and work to address worker WB issues comprehensively, examining how these two factors intersect and their impacts on TOI (Diener, 2000).

Employees who are highly engaged generally exhibit more productive work behavior because of the positive emotions they experience at work, leading researchers to suggest the use of work commitment as an indicator of job-related WB. However, the underlying motivation inherent in job commitment is significantly influenced by social factors. It seems plausible to consider job commitment as a form of

variable of job-associated WB in our study context, specifically within a Muslim nation (Khan et al., 2015).

The welfare of employees is of paramount importance to both organizations and communities. The WB of workers ultimately serves the interests of managers who invest significant resources in recruiting, enrolling employees and striving to generate profits, revenues, income, produce goods, and maintain consumer, client loyalty. To succeed in recruitment efforts, employers must offer tangible benefits. However, employees also require more than just stable employment; they seek benefits and retirement provisions in excess (Taris et al., 2004).

Turnover Intentions (TOI)

TOI is defined as the conscious willingness to leave the organization, encompassing thoughts of departure, active job search behavior, and the decision to leave. Additionally, in his research, John posited that TOI reflects an employee's intention to depart from the organization, with actual quitting behavior being the direct precursor. Due to the detrimental effects it can have on organizations, employee turnover has become a primary concern for professionals, including practitioners, academics, and organizational managers, who have devoted considerable attention to studying it (Abbasi & Hollman, 2000).

When an employee experiences dissatisfaction at work, they may contemplate leaving the organization. They emphasized the importance of an employee's perception of leaving their job, suggesting that employees assess the costs of leaving their current position against what they could gain from alternative opportunities. If an employee believes that another job offers greater benefits, they may decide to leave their current job. Initially, turnover was characterized as part of the socialization process. A worker might experience a crisis and decide to leave their job due to dissatisfaction with the communication process after joining an organization. Turnover expectation involves a worker's behavior of leaving, often resulting from dissatisfaction with their experiences. JS plays a significant role in whether a worker contemplates leaving. Negative behaviors such as absenteeism and job idleness can lead to dissatisfaction and thoughts of leaving (Chang, Chiu, & Liu, 2017).

Afridi (2018) turnover encompasses thoughts of leaving the organization, the intention to search for other opportunities, and the intention to quit. Studies suggest that employees may consider leaving their job if they feel they are not adequately compensated by the organization, leading to turnover. Turnover can adversely affect an organization's productivity, processes, performance, and employee morale. Conversely, turnover also impacts employee engagement, personal growth, social connections, morale, and career advancement. Suggested that levels of job satisfaction or dissatisfaction strongly influence a worker's decision to stay or leave. Dissatisfaction with teamwork, workplace conditions, salary, etc., may lead an employee to consider leaving their current job, illustrating turnover as a conflict between organizations and individuals.

A turnover process model outlines various factors such as job opportunities, organizational factors, compensation systems, relationships with colleagues, personal traits, job satisfaction, and integration into employment to explain turnover behavior. Turnover is described as a process involving yearning, contemplation, and planning to leave the organization. Ultimately, the decision to leave typically follows conscious deliberation before submitting a resignation notice (Bothma & Roodt, 2013).

Abid & Butt (2017) defined TOI as the degree to which a worker intends to leave the organization, emphasizing a deliberate and conscious willingness to leave. Nadiri & Tanova (2010) noted that employees with high job satisfaction tend to have lower intentions of leaving the organization, thus resulting in lower turnover rates. Additionally, turnover is associated with organizational costs related to replacement and recruitment (Owolabi, 2012).

Furthermore, turnovers can impact the psychological and social behavior of workers. The cost of hiring and training a replacement often amounts to fifty percent of the employee's annual salary. Improperly

managed turnover can have detrimental effects on an organization, particularly in terms of personnel costs (John, 2000).

It has been observed that there has been limited research on the direct connections between the fulfillment of WB and TOI until recently. Initial indications suggest an inverse relationship. For instance, Van den Broeck et al. (2016) discovered a significant negative correlation between WB and TOI ($\rho = -0.21$), competence ($\rho = -0.05$), and autonomy ($\rho = -0.31$). De Clerck et al. (2022) identified a negative association between WB fulfillment and TOI ($\rho = -0.39$), as well as a positive correlation between WB dissatisfaction and TOI ($\rho = 0.51$), while Heyns et al. (2022) documented an adverse relationship between WB satisfaction and TOI among pharmaceutical employees in South Africa ($\rho = -0.65$). Trépanier et al. (2015) revealed that the fulfillment of WB increased engagement but impeded TOI over time. Lastly, Vansteenkiste et al. (2007) employed mediation analysis to demonstrate that WB satisfaction accounted for the inverse relationship between extrinsic motivation and TOI, a finding that aligns with Self Determination Theory (SDT's) assertion that a strong emphasis on wages diminishes needs satisfaction, thereby reducing overall WB.

Relationship Between Wellbeing (WB) and Turnover Intentions (TOI)

Successful teachers typically exhibit an ability to handle the pressures of their profession, show no signs of job-related stress, and derive satisfaction from their work (Kyriacou, C., 2001). Identifying factors that can enhance job satisfaction among educators and improving their mental well-being can significantly contribute to enhancing teachers' overall WB (Fatt, Khin, & Heng, 2010).

WB serves as a crucial indicator of mental health and reflects an individual's overall mental state (Bakker, 2015). Studies involving teachers have identified workplace stress as a significant factor influencing their decision to leave their jobs (Kyriacou & Sutcliffe, 2003). Norwegian research involving 2800 school teachers highlighted workplace stress as a reason for turnover, which negatively affects teachers' WB (Diener, 2000). There exists a strong negative correlation between WB and workplace stress among teachers (Jackson, Rothmann, & Vijver, 2006).

Research on teachers' WB often focuses on issues such as JS, burnout, exhaustion, and workplace stress (Maslach, Schaufeli, & Leite, 2001). The maintenance and enhancement of individual well-being among educators can influence the classroom learning environment and positively impact teaching effectiveness, ultimately affecting students' learning outcomes (De Jesus & Conboy, 2001).

Numerous studies have shown a negative relationship between WB and TOI, indicating that higher levels of WB are associated with reduced TOI (Pan & Qin, 2007). Well-being, JS, and organizational commitment are indicators of the likelihood of TOI (Briner, 2000). Employees who are satisfied with their well-being in the workplace are more productive, contribute to organizational goals, and are less likely to leave (Harter, Schmidt, & Hayes, 2002).

Identifying factors influencing TOI becomes essential to reduce turnover rates within an organization (Samad, 2006). Employee WB is suggested to enhance organizational performance and productivity (Robertson & Cooper, 2011), leading to increased productivity, improved customer service, and reduced absenteeism and turnover.

According to Rigotti (2009), higher levels of perceived organizational violation lead to increased distrust, dissatisfaction, and intention to leave among employees. Negative well-being outcomes such as depression, anxiety, and irritability can contribute to intentions to leave the organization, JS, and work-family conflict (Dewe & Kompier, 2010).

Research by Siu, Cheung, & Lui (2015) indicated that WB comprises resilience, optimism, hope, and self-efficacy, with positive emotions being negatively associated with stress symptoms and TOI. Mishra & Bhatnagar (2010) found that WB mediates the relationship between emotional dissonance and TOI in the pharmaceutical industry in India.

Wu, Rafiq, & Chin (2017) found significant negative relationships between various indicators (well-being, work commitment, life satisfaction, religious belief, and organizational embeddedness) and TOI among workers, with religious belief and organizational embeddedness playing significant roles. Mauno et al. (2014) found that low WB partially mediates the relationship between TOI and work uncertainty, with workplace WB influencing the negative impact of turnover on well-being at the organizational level.

Research Methodology

The current study delves into how WB effect TOI. Specified the intricacy of the topic, a quantitative research approach and survey method was utilized for data collection, which is commonly used for such investigations (Haider & Hussain, 2014; Haider & Qureshi, 2016). Quantitative research, as defined by Slevitch (2011), encompasses analytically investigative phenomena via numerical data collection and employing statistical, mathematical, or computer-based analyses. Kurgat (2019) also utilized this methodology in their own study. The aim of this research was to assess how WB influences TOI within University teachers from Gomal University, Dara Ismail Khan, KPK. Data was gathered through surveys, focusing on two variables, one independent and one dependent. Statistical analysis was conducted using SPSS version 27, incorporating descriptive statistics, Pearson correlation, and Regression analysis were employed to ascertain/ analyze the impact of WB on TOI of university teachers'.

Population of the Study

Sekaran and Bougie (2016) provided a definition of "population" as encompassing the entire group of individuals or entities that are relevant to the researcher. In the context of this study, the population comprises all teaching faculty members working in Gomal University, Dara Ismail Khan, KPK. The total number of teachers included in this population was 352 (290 males and 62 female).

Sample of the Study

As per Mugenda & Mugenda (2003), selecting a sample size ranging from 10% to 50% of the target population is deemed suitable for a research investigation. For this specific study, a sample size of 30% of the population was chosen to strike a balance between securing a representative sample and considering practical constraints such as resource limitations and the desired level of precision. Simple random sampling methods were utilized. The sample group comprised volunteer teachers selected randomly. It was determined that a group of 184 teachers could adequately represent the population with a margin of error of 5% (Cohen et al., 2007). The participants in the study included 87 (82%) males and 19 (18%) females, totaling 106 university teachers.

Research Instrument

Two standardized questionnaires were used as a research instrument to collect the data, which were easily available/ openly accessed in the research articles and website. The questionnaires were adopted from different researchers, which are discussed in detail in this section. The WB questionnaire developed by (Wu, Rafiq, & Chin, 2017), and the TOI questionnaire developed by (Maxwell, 2003) were used to collect data. All the questionnaires were based on a five-point Likert scale (1 = Strongly agree to 5 = Strongly disagree).

Findings

Table 1: *Descriptive Statistics*

	Num.	Mini.	Maxi.	Mean	Std. Dev.
WB	106	7.00	27.00	19.7512	3.27734
TOI	106	12.00	42.00	28.3366	4.13165
Valid N (list wise)	106				

The above table 1 demonstrated wellbeing (WB) and turnover intention (TOI) mean and standard deviation among the sample from Gomal University, Dara Ismail Khan, KPK i.e. 106 teachers results were displayed. The aforementioned statistics proposed that teachers perception in their respective WB, the perception of teachers was above medium level (M=19.7512, S.D=3.27734); and for TOI, the perception of teachers regarding their respective organization was high level (M=28.3366, S.D=4.13165).

Table 2: *Correlations*

		WB	TOI
WB	Pearson Correlation	1	.467**
	Sig.(2-tailed)		.000
TOI	Pearson Correlation		1
	Sig. (2-tailed)		

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 summary demonstrated that the correlation between wellbeing (WB) with turnover intentions (TOI) positively correlated. Wellbeing (WB) showed a coefficient value of .467 with turnover intention (TOI), which indicated that it had a moderate relationship with TOI.

Table 3: *Wellbeing and Turnover Intention association*

	Regr. (R)	Regr. (R) square	B	Beta	t	Sig.	Std. Error	F
WB	.467	.218	.589	.467	13.088	.000	.045	171.296

Dependent Variable: Turnover Intention (TOI)

In table 3 the value of (R) was .467 which showed that WB and TOI correlated positively, and (R) square was the explained variance or coefficient of determination and its value was .210, which is 21.0% variance in TOI. The value of b i.e. .589 indicated a positive association of WB with TOI. The values of $\beta=.467$ showed the slope, $t=13.088$, and $p< 0.05$ was a significant predictor of TOI. The above table showed that WB had a positive impact on TOI, and it could significantly predict TOI. Hence, the predictor WB had a statistically significant relationship with TOI.

Table 4: *Gender wise Mean Score Comparison regarding Turnover Intentions*

Gender	Mean	N
Male	3.70	87
Female	3.55	19

The information provided in table 4 presents a comparison of mean scores for TOI based on gender. The data suggests that male respondents have an average score of 3.70, indicating a high perception of TOI. Conversely, female respondents demonstrate a moderate mean score of 3.55, suggesting less intentions of TOI. These results imply that, on average, male respondents tend to perceive a higher level of TOI as compare to male respondents.

Table 5: *Age wise Mean Score Comparison regarding Turnover Intentions*

Age	Mean	N
21year - 30year	3.41	35
31year - 40 year	3.53	25
41 year - 50 year	3.57	25
51 year - 60 year	3.66	21

The data outlined in table 5 illustrates that teachers aged 21 to 30 years have the lowest mean score of 3.41 indicating highest TOI. In the 31 to 40 age bracket, the mean score slightly increased to 3.55, suggesting a subtle decrease to perceived TOI compared to the younger group. Similarly, individuals aged 41 to 50 years exhibit a mean score of 3.57, indicating a further decrease in perceived TOI. The 51 to 60 age group displays the highest mean score of 3.66, signifying a comparatively lower perception of TOI among individuals in this older demographic. Notably, the result highlights that the age group between 51-60 years had a higher mean score compared to other age groups, indicating a lesser chance of TOI within this age bracket.

Table 6: *Experience wise Mean Score Comparison regarding Turnover Intentions*

Experience	Mean	N
1 year - 5 year	3.44	25
6 year - 10 year	3.51	20
11 year - 15 year	3.53	25
16 year - 20 year	3.54	21
21 year and above	3.69	15

Table 6 data reveals variations in mean scores among different experience groups of teachers. Teachers with 1 to 5 years of experience displayed a mean score of 3.44, indicating the favorable perception of TOI within this experience range. Conversely, the 6 to 10 years' experience group exhibited a slightly higher mean score of 3.51, suggesting a moderate perception of TOI. Those with 11 to 15 years of experience scored an average of 3.53, reflecting a reasonably a less intentions of TOI compared to the 6 to 10 years' group. Individuals with 16 to 20 years of experience demonstrated a mean score of 3.54, indicating an even lesser perception of TOI. Notably, participants with 21 years and above of experience showcased the highest mean score of 3.69, implying decrease perceived of TOI. In summary, teachers with 21 years and above of experience tend to perceive lesser attention to quit the job, whereas those with 1 to 5 years of experience exhibit the highest perception. This highlights that individuals with 21 years and above of experience express a more optimistic view and do not even think of turnover compared to their counterparts.

Table 7: *Demographic and Turnover Intention association*

	Regr. (R)	Regr. (R) square	b	Beta	t	Sig.	Std. Error	F
Demographic	.128	.016	.144	.128	3.202	.000	.045	10.255

Dependent Variable: Turnover Intention (TOI)

Table 7 showed that the value of (R) was .128 indicated that demographic and TOI correlated positively, and the value of (R) square was .016 suggested that demographic explained 1.6% variance in TOI. The value of b = .144 indicated a positive association of demographic with TOI. The values of β = .128 showed the slope, $t=3.202$, and $p < 0.05$ was a significant predictor of TOI. The above table showed that demographic had a positive impact on TOI, and it could significantly predict TOI. Hence, the predictor demographic had a statistically significant association with TOI.

Discussion

The researcher in this section concentrated on the justification of hypothesis and addressing the research objective by analyzing the outcomes of the data presented above. The primary aim of this study was to explore and evaluate the impact of WB on TOI of university teachers. Moreover, in order to investigate this effect, the researchers focused on the following research objective: 1) To examine the effect of WB on TOI of university teachers in Gumal University, Dara Ismail Khan, KPK. The researcher delved into the hypothesis explored concerning teachers from Gomal University Dara Ismail Khan, KPK, while also examining the research objective of the study. The results obtained from data analysis indicated that

teachers perceived WB to play a significant role in TOI of university teachers. The findings of this study were then discussed and compared in relation to the formulated hypothesis and research objective.

The null hypothesis H_{01} was that there is no significant effect of WB on TOI of university teachers. The result suggested that a significant effect of WB was found on TOI. Consequently, the suggested hypothesis had been rejected based on the result drawn. It demonstrated that teachers who had met WB in their working environment were more beneficial, supporting the university's objectives and goals, and low intention to leave university. From this research result, one might say that teachers who saw reasonable possibilities of various work results especially concerning job responsibilities, workload, and work schedule might view their present university as favorable and probably won't see outside alternatives as appealing.

Subsequently, the outcome inferred that teachers who saw a more significant level of psychological WB were more averse to have the aim to leave their present university. It ought to be noticed that teachers put incredible accentuation on psychological WB, which thus fundamentally influenced their emotional bond and fulfillment toward their university. Teachers with a high degree of organizational WB would lead to low TOI. WB was a significant indication of mental wellbeing and reflected the general mental wellbeing state, therefore, if no pressure was perceived on university teachers in working, as a result, teachers' would not decide to leave their place of employment. However, in teaching, the lower the degree of WB (low vigor, excessive tiredness), the more increase in TOI and work instability.

The result indicates that a significant effect of demographic was discovered on TOI. The result explained that demographic variables like gender, age, education, and experience etc. affected TOI. The more male or female teachers were satisfied with their jobs and young, aged, and experienced teachers happy, the lower would be turnover.

Table 8: *Summary of Hypothesis Tested*

Hypothesis	Findings
H01 There is no significant effect of wellbeing on turnover intentions of university teachers in Gumal university, Dara Ismail Khan, KPK.	Rejected

Limitations

The study revealed that WB significantly influenced the TOI of university teachers in Gomal university, Dara Ismail Khan, KPK. However, due to constraints in time and resources, the research was restricted to Gomal university, Dara Ismail Khan, KPK exclusively. Future research could broaden the scope to include universities from all over Pakistan to explore WB and its impact on university teachers more comprehensively.

Conclusion

It is concluded that the effect of WB on TOI is significant in university teachers because this illustrates that teachers who have met WB in their working environment are more beneficial, supporting the university's objectives and goals, and low intention to leave university. However, teachers who see a more significant level of psychological wellbeing are more averse to have the aim to leave their present university. It ought to be noticed that teachers put incredible accentuation on psychological well-being. It is concluded that the level of WB in university teachers is moderate because they are in between with respect to the satisfaction of their jobs and working conditions of the organization.

It is concluded that demographic variables have significant effect on WB and TOI of university teachers. This shows that gender, age, education, and experience etc. affect TOI and the more male or female teachers are satisfied with their jobs and young, aged, and experienced teachers happy the lower will be turnover. The results also indicated that novice teachers face highest TOI compared to their veteran and experienced counterparts, contributing to the early departure of many from the education sector.

Recommendations

1. It is recommended that WB is a significant indication of mental wellbeing and it reflects the general mental wellbeing state, therefore, if no pressure is perceived on university teachers in working (low vigor, excessive tiredness etc.), as a result, teachers' will not decide to leave their place of employment. A cordial working environment should be created in university for teachers which must have WB (psychological wellbeing, social wellbeing, emotional wellbeing etc.) for them, so that they will be able to accomplish the set goals and objectives of university and the intention of leaving university by teachers will be lower.
2. It is recommended that the outcomes of this study should be adopted by the practitioners of human resource in universities keeping in view the demographic variables i.e., pay initiatives, generational and gender differences by implementing WB in universities because it identifies with TOI. They should consider TOI by executing methodologies that address pay satisfaction initiatives, generational and gender differences.
3. University administrators and government officials ought to enact strategies to retain this cohort, such as enhancing undergraduate teacher training to address navigating challenging pedagogical scenarios in universities and resolving conflicts within classrooms and among colleagues. Furthermore, heightened attention should be directed towards the WB of all practicing teachers. Novice and apprentice educators would benefit from structured mentorship programs wherein mentors offer guidance, assistance, and encouragement. Additionally, ongoing professional development opportunities should be extended to all educators, coupled with fostering a positive organizational atmosphere conducive to nurturing supportive workplace relationships, thereby enhancing teacher engagement and JS and retention rate.

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Conflict of Interest


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