The Effect of Self-Directed Learning Skills on Teacher Turnover Intention in Post COVID Era

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ABSTRACT

This study examines the impact of self-directed learning skills on teacher turnover intention in Higher Education Institutions (HEIs) of Pakistan. The study focuses on various aspects of self-directed learning skills and aims to provide insights for educational institutes to manage turnover intentions by imparting self-learning strategies to teachers. The study employs a quantitative research design, collecting data from 251 teaching faculty of both public and private universities in Lahore, Pakistan, using a survey questionnaire. The results reveal that motivation and self-confidence, attitude towards learning, ability to plan learning, and evaluation of learning success reduce turnover intention. An interesting finding shows that the positive relationship between the attitude to apply learning strategies and turnover intention suggests that the ability to apply learning strategies could enhance their skill set and marketability, leading them to seek better opportunities elsewhere. This research has important practical consequences for educational institutions, it recommends that institutions should focus on teaching employees self-directed learning methodologies while simultaneously regulating their intent to leave. Institutions may retain talented personnel, minimize turnover costs, and enhance overall performance by doing so. To increase self-directed learning skills and minimize turnover intentions, institutions must engage in staff development programs, provide a positive work atmosphere, and give professional development opportunities. The study is unique in that it uses social exchange theory to explore the link between self-directed learning skills and turnover intention, offering a novel viewpoint on minimizing turnover by boosting self-directed learning and enhancing the work environment. It emphasizes the relevance of social exchange processes in determining teachers' intentions to leave and the importance of balancing rewards and costs in the workplace. The study's contribution to the literature is the development of a novel and significant theoretical framework for comprehending this intricate interaction.

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1. INTRODUCTION

In the post-COVID landscape, both academia and organizations grapple with novel challenges. The epidemic has changed the way we work (Ancillo et al., 2021). Increased stress brought on by the rapid shift to online learning during pandemic uncertainty is contributing to a rise in teacher turnover in academia (Fayed & Cummings, 2021; Chang, 2020). Statistics shows that the private universities in Pakistan have a turnover rate of more than 60% on average (Ki et al., 2022). Teacher turnover is one of the key issues that educational institutions are facing post-COVID, which can have a severe impact on the quality of education delivered to students (Boamah et al., 2022). To retain performance in the face of economic constraints, organizations that are adjusting to remote work because of COVID-19 require employees to demonstrate improved self-management (Pinzaru et al., 2020; Biekowska et al., 2022). Self-managed work teams that place a strong emphasis on individual autonomy are one tactic that has been connected to intents to leave the company (Inam et al., 2021; Tsen et al., 2021; Gillet et al., 2013).

The epidemic has caused an extraordinary shift to remote work, which has both beneficial and bad consequences for individuals and organizations (Aguinis et al., 2020). Employee turnover has been one of the most significant difficulties affecting firms throughout the epidemic (Elsafty, & Ragheb, 2020). Employees have become more autonomous and accountable for their learning and development as remote work has become the norm (Pass & Ridgway, 2022). To reduce turnover, self-directed learning skills are more important than ever. (Visiers-Jiménez et al., 2022). Self-directed learning techniques are becoming more popular as a means of boosting teacher and employee commitment, engagement, and satisfaction in response to these difficulties (Kiv & Saks, 2023; Shafait et al., 2021; Chang et al., 2021; Piotrowski, 2020). This study intends to investigate how self-directed learning abilities affect turnover intentions in the post-COVID environment, highlighting its potential to improve individual performance and produce advantageous organizational results (McCartney et al., 2022; Jayathilake et al., 2021).

According to Porter & Latham (2013), the capacity to self-direct one's learning process, create objectives, locate learning resources, and evaluate one's progress towards those goals falls under the category of self-directed learning abilities. Employees must be self-directed learners if they want to stay current and competitive in today's dynamic corporate environment (Van Der Baan et al., 2022). Organizations that support employees' capacity for self-directed learning can benefit from a highly engaged and motivated workforce (Hamori, 2023; Clardy, 2000). As a result, the goal of this study is to find out how turnover intention after COVID is affected by self-directed learning skills. The study will examine the connection between self-directed learning abilities and intention to leave a job as well as work satisfaction, organizational commitment, and perceived organizational support. The purpose of the study is to provide light on how HEIs in the post-COVID era may

utilize self-directed learning skills to increase employee engagement and lower the intention to leave their current position.

The findings of this study carry significant implications for higher education institutions with a specific focus on teaching faculty development. In the context of academia, where the quality of education is intricately linked to the effectiveness of teaching, the study's outcomes provide a valuable roadmap for fostering pedagogical excellence and instructor satisfaction. By delving into the interconnections between self-directed professional development, intention to leave, job satisfaction, institutional commitment, and perceived support, this research advances the academic discourse surrounding faculty development in higher education. According to the prior research, teacher retention is a challenge for Pakistan's higher education institutions, since the turnover rate has risen drastically in recent years (Maryam et al., 2021). Many other countries, particularly East Asian societies such as Hong Kong, Shenzhen, and Taiwan, have significant teacher turnover rates (Byun et al., 2012). According to Guthery & Bailes (2022), only one out of every two teachers hired remains in the profession after their fifth year. Furthermore, the COVID-19 epidemic has highlighted the significance of self-directed learning abilities (Mahlaba, 2020), which have become increasingly important for employees to adapt to remote working and self-management in their professions.

The theoretical importance of the research article on the impacts of self-directed learning skills on teacher turnover intention stems from its ability to provide significant insights into the components that contribute to teacher attrition. The study can help identify specific areas where teachers may need support to remain engaged and committed to their profession by investigating the impact of motivation, self-confidence, attitude towards learning, ability to plan and apply learning strategies, and evaluation of learning success on teacher turnover intention. The study's findings can be used to drive policies and interventions aimed at increasing teacher retention rates and, as a result, improving the quality of student education. The study can contribute to the larger debate on teacher development and support by underlining the importance of self-directed learning skills in reducing teacher turnover intention, so paving the way for more effective measures to address teacher attrition.

This study has immediate ramifications for educators, institutes, and policymakers. Teacher turnover is a persistent problem that can harm student outcomes and school performance. By identifying the major variables that lead to turnover intentions, this study gives important insights into how institutions might create tailored interventions and support systems that address these concerns and enhance teacher retention rates. This study also underlines the importance of self-directed learning skills for instructors. This study underlines the significance of motivation, self-confidence, and learning approaches. The importance of institutes investing in professional development opportunities that foster these characteristics. Such expenditures have the potential to improve not only educator job satisfaction but also student learning outcomes(Martí-González et al., 2023). Overall, this study provides important suggestions for educators and institutes seeking to create a more

welcoming and successful learning environment for students. By addressing the elements that contribute to turnover intentions and developing self-directed learning skills, institutions can build a more resilient and engaged teaching profession, resulting in better outcomes for students and the broader education system.

2. LITERATURE REVIEW

Self-Directed Learning (SDL) has been identified as a crucial element in navigating the varied learning and professional environments in recent years (Barrot, 2023; Morris & Rohs, 2023). Morris & Rohs (2023) highlighted how digital technology has the ability to support SDL, particularly in higher education, by highlighting its function in the efficient administration and synthesis of knowledge. A key topic in the literature has also been the research of SDL from the viewpoint of language acquisition and awareness, looking at the cognitive components and learner roles (Ozer & Yukselir, 2023).

Learning paradigms have undergone substantial development in the academic sector, with Self-Directed Learning Skills (SDLS) emerging as a key component in shaping students' educational trajectories across a range of disciplines. The core of SDLS is its capacity to nurture in students a sense of autonomy, responsibility, and competence, creating an atmosphere that enables students to take charge of their educational journeys (Morris & Rohs, 2023). This autonomy gives the student more control over how they complete the academic program and gives them the ability to successfully manage and govern their own learning processes (Ozer & Yukselir, 2023).

For instance, the use of instructional technologies and tactics to improve SDLS has been highlighted in the field of dentistry education, demonstrating how technology interventions may be able to support self-directed learning activities (Rao & Mokhtar, 2023). Additionally, considering SDL via the lenses of language awareness and learner roles sheds light on its cognitive components, which is essential for understanding its broader implications in the academic setting (Ozer & Yukselir, 2023). Furthermore, the relevance of digital technologies in enhancing SDL has been widely highlighted, particularly in light of the global movement towards online and remote learning environments (Bennett & McWhorter, 2023). The capacity of digital technology to assist SDL, particularly in higher education, has opened up avenues for successfully synthesizing and managing knowledge, contributing to the improvement of learning outcomes and experiences (Morris & Rohs, 2023).

The study of learner role awareness and self-regulation, notably in pre-service English language teachers, has provided insight into the complex dynamics of SDL in academic settings (Ozer & Yukselir, 2023). Furthermore, researching the multidimensionality of informal learning at work provides a nuanced look into its complex character, greatly influencing professional development and learning (Decius et al., 2023). The exploration of resilience and academic motivation as

mediating elements in SDL and academic achievement in nursing education provides a complete look into the psychological and motivational dimensions of SDL (Berdida, 2023). Understanding how these elements interact and influence SDL lays the groundwork for establishing strategies and interventions to improve SDL in the academic sector.

3.   HYPOTHESIZED MODEL

The hypothesis for this study is that motivation and self-confidence have a favorable influence on teacher turnover intention (Ingersoll, 2001). The study will delve into how motivation and self-confidence influence teachers' decisions to either remain in their current positions or exit the profession altogether (Klassen & Chiu, 2010). It is hypothesized that teachers who are highly motivated and self-assured are less likely to leave their jobs (Wang, Hall, & Rahimi, 2015). Motivation plays a pivotal role in teachers' job satisfaction and allegiance to the teaching profession (Richardson, Karabenick, & Watt, 2014). Motivated teachers tend to pursue professional development, seek advancement opportunities, and show resilience during challenges (Deci, Vallerand, Pelletier, & Ryan, 1991). Conversely, unmotivated teachers might experience diminished job satisfaction, heightened stress, burnout, and consequently, an increased likelihood of contemplating departure (Skaalvik & Skaalvik, 2017). Likewise, self-confidence is crucial for teachers' job efficacy and overall well-being (Tschannen-Moran & Hoy, 2001). Teachers exuding high self-confidence often feel adept in their roles, potentially augmenting their motivation and job contentment (Bandura, 1997). However, those with waning self-confidence might grapple with feelings of impostor syndrome, pervasive self-doubt, and anxiety, factors compounding their turnover intentions (Villwock et al., 2016). Consequently, this research postulates that both motivation and self-confidence are salient determinants of teacher turnover intentions (Brouwers & Tomic, 2000). Adopting a quantitative lens, the study aims to amass and scrutinize data from a teacher cohort, gauging their motivation, self-confidence, and turnover inclinations (Han & Yin, 2016). The ensuing insights, bearing significant policy and practice ramifications, aspire to illuminate the determinants steering teachers' choices to persist or transition away from the profession (Ingersoll & Strong, 2011).

H1: Motivation and Self-Confidence have a positive impact on a teacher's turnover intention.

A positive attitude towards learning increases teacher turnover intention, according to the study's hypothesis (Ingersoll, 2001). The goal of the study is to look into the relationship between teachers' perspectives on education and their likelihood of leaving their current position or line of work (Tschannen-Moran & Hoy, 2001). It is assumed that educators who value learning will have fewer plans to leave their

positions. An individual's thoughts, attitudes, and feelings regarding learning are included in the complex construct known as attitude toward learning. Positive educators are more likely to see learning as an ongoing process that promotes both professional and personal development. Learning may also be seen as a chance for them to engage in reflective practices and enhance the effectiveness of their instruction (Kraft & Papay, 2014). On the other side, educators with a poor attitude towards learning may experience work-related stress, frustration, or distraction. Job satisfaction, workload, compensation, leadership, and school culture are some of the factors that have an impact on teachers' intentions to leave their jobs (Day & Hong, 2016; Borman & Dowling, 2008). Increased work satisfaction and professional dedication can lower the likelihood of turnover when there is a positive attitude toward learning (Carver-Thomas & Darling-Hammond, 2017). A positive attitude toward learning may also make instructors readier to seize chances for advancement and adjust to shifting needs, which might improve performance and work satisfaction (Guo et al., 2012). As a result, this research hypothesis contends that a teacher's desire to leave the profession is significantly influenced by their attitude toward learning. The project will gather and analyze data from a sample of instructors using a quantitative approach, examining their attitudes towards learning and intention to leave. The findings will provide insights into the factors that influence teachers' decisions to stay or leave the profession, with policy and practice implications for enhancing teacher retention rates.

H2: Attitude Towards Learning is positively influenced by Teacher Turnover Intention.

The premise of this study is that the ability towards learning influences teacher turnover intention positively. The purpose of this research is to look into the relationship between instructors' ability to organize learning and their likelihood of quitting their current job or profession. It is hypothesized that instructors with great planning skills are less likely to intend to leave their jobs. Effective teaching necessitates the capacity to plan to learn (Tschannen-Moran & Hoy, 2001). Teachers who can develop learning activities and evaluations that match curricular standards while also meeting the needs of different students are more likely to succeed in their professions (Kraft & Papay, 2014). Teachers with good planning abilities can also be more efficient with their time and resources, which helps reduce stress and burnout (Day & Hong, 2016). Workload, job satisfaction, and organizational culture all have an impact on turnover intention (Borman & Dowling, 2008). Due to disorganized classrooms, time management challenges, and inefficient teaching practices, teachers who lack planning abilities may feel higher levels of stress and burnout. This, in turn, can lead to increased levels of turnover intention (Carver-Thomas & Darling-Hammond, 2017). As a result, this research hypothesis suggests that the ability to organize learning is an important element influencing teacher turnover intention. The project will gather and analyze data from a sample of teachers

using a quantitative technique, examining their planning skills and turnover intention. The findings will provide insights into the factors that influence teachers' decisions to stay or leave the profession, with policy and practice implications for enhancing teacher retention rates. Finally, encouraging teachers to strengthen their planning skills can improve their job happiness, performance, and well-being, as well as student achievement and school culture (Guo et al., 2012).

H3: Teacher Turnover Intention is positively influenced by the Ability to Plan Learning.

The hypothesis for this is that the ability to apply learning strategies influences teacher turnover intention positively (Woolfolk Hoy & Davis, 2006). The purpose of this study is to look into the relationship between instructors' capacity to use learning strategies and their likelihood of quitting their current job or profession. It is hypothesized that teachers with excellent learning method implementation skills will have lower turnover intention. Effective teaching requires the capacity to apply learning processes (Richards & Farrell, 2005). Teachers who can use a variety of teaching and learning tactics to encourage student engagement, motivation, and achievement are more likely to succeed in their positions (Kraft & Papay, 2014). Using learning techniques also allows teachers to differentiate instruction and suit the needs of a varied range of students. Workload, job satisfaction, and organizational culture all have an impact on turnover intention (Borman & Dowling, 2008). Teachers who are unable to implement learning strategies may feel increased stress and burnout because of inefficient teaching practices, student disengagement, and low student accomplishment. This can lead to higher levels of turnover intent (Carver-Thomas & Darling-Hammond, 2017). As a result, according to this research hypothesis, the ability to apply learning strategies is a crucial element influencing teacher turnover intention. The project will gather and analyze data from a sample of teachers using a quantitative approach, measuring their learning strategy application skills and turnover intention. The findings will provide insights into the factors that influence teachers' decisions to stay or leave the profession, with policy and practice implications for enhancing teacher retention rates. Finally, encouraging teachers to acquire learning strategy application skills can improve their job happiness, performance, and well-being, as well as student achievement and school culture (Guo et al., 2012).

H4: The Ability to Apply Learning Strategies has a positive impact on Teacher Turnover Intention.

The study's concept is that evaluating learning success has a positive impact on teacher turnover intention (Ingersoll, 2001). The goal of this study is to look into the relationship between instructors' assessments of learning success and their likelihood of abandoning their current job or profession (Guarino, Santibañez, & Daley, 2006). It is hypothesized that teachers who regularly assess learning achievement are less

likely to intend to leave (Skaalvik & Skaalvik, 2017). Learning success evaluation is an essential component of effective teaching (Darling-Hammond, 2000). Teachers who can assess student progress and use the results to improve lessons and student learning are more likely to succeed in their employment (Black & Wiliam, 1998). Evaluating learning success also enables teachers to monitor and improve their teaching performance (Danielson, 2013). Organizational culture, job satisfaction, and workload all have an impact on employees' intentions to leave their jobs (Ingersoll & Smith, 2003). Due to poor teaching techniques, student disengagement, and low student achievement, teachers who do not consistently assess learning outcomes may experience increased stress and burnout (Kyriacou, 2001). This may lead to a greater desire to turnover (Boyd et al., 2009). As a result, this research hypothesis reveals that evaluating student learning achievement has a significant role in predicting teachers' intentions to leave their positions (Borman & Dowling, 2008). Data from a sample of teachers will be gathered and analyzed for the project utilizing to study their appraisal of learning achievement and intent to leave, a quantitative approach was applied (Klassen & Chiu, 2011). With policy and practice implications for raising teacher retention rates, the findings will give light on the variables that influence teachers' decisions to stay in or leave the profession (Ladd, 2011). Finally, helping teachers improve their skills in assessing student learning progress can improve student accomplishment, school climate, and their own job happiness, performance, and well-being (Marzano, Pickering, & Pollock, 2001).

H5: Teacher Turnover Intention is Positively Influenced by Evaluation of Learning Success
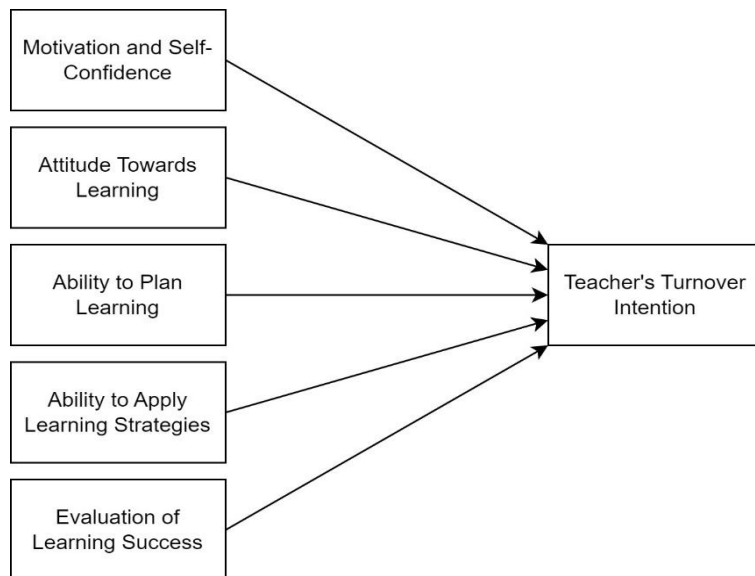
Figure 1. *Research Framework*

4. METHODOLOGY

The data collection process was centered on university educators who confronted challenges linked to specific factors and variables. Lahore was strategically chosen as the research site due to its convenient access to a pool of teachers actively engaged in university-level instruction. A comprehensive approach to data gathering was employed, involving the utilization of a meticulously designed Google Form, coupled with in-person visits by the research team to facilitate participation. This dual-method approach fostered a robust response rate, with an impressive 80% of completed questionnaires sourced from teachers at the University of Central Punjab, Lahore. A key temporal aspect of the study was the examination of teachers' motivation and self-confidence levels both before and after the onset of the COVID-19 pandemic, garnering responses from 80% of the surveyed educators. Out of the 300 questionnaires distributed, 240 were returned and considered for analysis, translating to a noteworthy 80% response rate. The research instrument, comprising five sections housing a total of 23 items, encompassed domains such as Motivation and Self-Confidence, Attitude Towards Learning, Ability to Plan Learning, Ability to Apply Learning Strategies, and Evaluation of Learning Success. The questionnaire was further enriched by the inclusion of demographic questions, lending depth to the insights garnered. To validate the collected data and comprehend the participant landscape, a comprehensive demographic profile emerged. Geographically, the data spanned exclusively from Lahore, accounting for 100% of the coverage. The resultant dataset featured 251 individuals, predominantly occupied in their current roles for 3-5 years (48.6%), closely followed by those with a tenure of 1 year or below (33.9%). Age-wise, the 31-35 cohort emerged as the largest (49.8%), with the 36 and above group constituting a smaller proportion (4.4%). In terms of educational attainment, a significant majority held undergraduate degrees (81.7%), while a notable 8.4% held postgraduate qualifications. Additionally, 10% of respondents reported the attainment of both categories of degrees. Employment positions exhibited diversity, with 40.2% as full-time or permanent staff, 28.3% as part-time or visiting personnel, and 31.5% as contractual employees. Dominant fields of study included business administration (45.8%), arts and sciences (15.1%), and communication (9.6%). The nuanced demographic data serves as a critical lens through which the characteristics of the sample population are scrutinized. This contextual information enhances the understanding of research findings, facilitating the identification of potential disparities in attitudes and behaviors among individuals with varying demographic attributes. Moreover, the demographic insights facilitate the recognition of potential limitations or biases within the sample, informing future research endeavors in this domain.

5. MEASURES

To provide reliable and insightful results, research initiatives and surveys must carefully consider the method employed to gauge participants' attitudes or opinions. The Likert scale is a popular approach that entails a succession of statements or questions, followed by a range of possible responses, from "strongly disagree" to "strongly agree." A 5-point Likert scale was employed in this survey, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." For each statement or question, participants could choose the response option that best reflected their level of agreement or disagreement. Following that, the responses were assigned numerical values ranging from 1 to 5, allowing for statistical analysis and interpretation. While a 5-point Likert scale can capture nuanced ideas and attitudes, it is critical to ensure that the response alternatives are well-defined and well-understood by participants if trustworthy and valid data is to be obtained. Following are the measures of the constructs used for this study:

5.1. Motivation and Self-Confidence

The Motivation and Self-Confidence Scale, also developed by Anderson and Prussia in 1997, includes nine items that aim to assess an individual's motivation and self-confidence levels. This scale also includes items related to self-goal setting and positive self-talk, as well as items related to seeking feedback, taking initiative, and persevering through challenges. Examples of sample items from this scale include, " I believe that I can learn a lesson, no matter how it is complicated ", "If I am motivated for learning, any distracting factors do not sidetrack me from my objective" and " I begin to worry that I could not solve the problems that I encounter ". By using the Motivation and Self-Confidence Scale, individuals and organizations can identify areas for improvement and develop strategies for enhancing motivation and self-confidence. The Cronbach's alpha of this scale was 0.750.

5.2. Attitude Towards Learning

To measure Attitude Towards Learning we took four items from the scale proposed by Yildizay Ayyildiz & LemanTarhan (2015). Sample items from this scale included "I would like my hobbies during my leisure time to be didactic". The Cronbach's alpha of this scale was 0.725.

5.3. Ability to Plan Learning

In this study, 5 items of Ability to Plan Learning were selected which were proposed by Yildizay Ayyildiz & LemanTarhan (2015). The elements stand in for organizational commitment. For example, "I can use cause-and-effect relationships to solve problems I encounter while learning." "I make plans to organize my study

hours." "I must understand the objectives of the new subject to be learned, both explicitly and implicitly." Cronbach's alpha for this scale was 0.746.

5.4. Ability to Apply Learning Strategies

Yildizay Ayyildiz & LemanTarhan (2015) created a five-item measure to evaluate the Ability to Apply Learning Strategies. The ability to employ learning strategies is a vital skill for success in any field. Consider how well an individual can use a variety of learning strategies to effectively acquire and apply new knowledge when assessing this competence. Taking notes, active reading, and critical thinking are examples of such behaviors. It may also include assessing a person's self-perception of their ability to employ these strategies, as well as how they compare their performance to that of others. Finally, organizations may better help their employees in reaching their goals and generating overall success by understanding an individual's aptitude to apply learning strategies. Items include "I take notes about important points when learning a new subject." "When I read a text, I highlight the important parts." "When I learn a subject, I pay close attention to establishing relationships between concepts." This scale's Cronbach's alpha was 0.936.

5.5. Evaluation of Learning Success

To measure the Evaluation of Learning Success we took 5 items from the same scale from which we took the item scales of other variables i.e., Yildizay Ayyildiz & LemanTarhan (2015). These items helped the teachers to evaluate their success in organizational commitment. Item scales were "The result of an examination is not an indicator of my learning achievement." "I am aware that the knowledge that I obtain when I study immediately before the examination is not permanent." "If I can relate the new concepts to old knowledge, the learning is successful". The Cronbach's alpha of this scale was 0.764.

5.6. Turnover Intention (TIS-6)

The scale proposed by Roodt (2004) was used. A 7-point Likert scale was used. This scale helped to measure turnover intention in educational institutes. Scale items were "How often do you consider leaving your job". "To what extent is your current job satisfying your personal needs". "How often do you dream about getting another job that will better suit your personal needs". The Cronbach's alpha of this scale was 0.768.

6. Data Analysis

To ensure the accuracy of the data, the study employed various methods for identifying potential outliers and inappropriate responses. The box plot and standard deviation analysis were used to screen the data. Responses that fell outside the whiskers of the box plot were removed from the analysis, while outliers were

identified in the standard deviation analysis by examining their distance from the mean.

Table 1: *Demographic Profile (N = 251)*

Demographics		Mean (S.D)	Percentage
Tenure		2.24 (0.98)	
	1 year or below		33.9
	2-4 years		12.7
	3-5 years		48.6
	6 and above		4.8
Age			
	25 or below		33.1
	26-30 years		12.7
	31-35 years		49.8
	36 or above		4.4
Education		1.28 (0.63)	
	Undergraduate		81.7
	Postgraduate		8.4
	Both		10.0
Position		1.91 (0.84)	
	Full-Time/Permanent Employee		40.2
	Part-Time/Visiting Employee		28.3
	Contractual		31.5
Field of Study		3.31 (2.58)	
	Arts and Sciences		15.1
	Business Administration		45.8
	Communication		9.6
	Education		7.6
	Engineering		5.2
	Health Sciences		5.2
	Nursing		1.2
	Professional Studies		2.4
	Dental School		2.0

	Graduate School of Management			2.8
	Law School			3.2

Based on the demographic profile data provided in table. 1, we can see that the sample consisted of 251 individuals. The majority of participants had been in their current position for 3-5 years (48.6%), followed by those with a tenure of 1 year or below (33.9%). In terms of age, the largest group was 31-35 years old (49.8%), while the smallest group was 36 or above (4.4%). In terms of education, the vast majority of participants (81.7%) held an undergraduate degree, while only 8.4% held a postgraduate degree. Furthermore, 10% of individuals claimed having earned both sorts of degrees. When it came to the positions of the participants, 40.2% were full-time or permanent employees, 28.3% were part-time or visiting employees, and 31.5% were contractual employees. Finally, the majority of participants studied business administration (45.8%), arts and sciences (15.1%), and communication (9.6%). This demographic data provides crucial insights into the characteristics of the sample population and can assist contextualize the research study's findings. It can, for example, aid in the identification of potential differences in attitudes or behaviors among individuals with varying demographic features. Furthermore, the information presented can assist in identifying potential limitations or biases in the sample population, which can aid in guiding future studies in this area.

Table 2: *Correlation Analysis*

Sr.	Variables	Mean	Standard Deviation	1	2	3	4	5	6
1	TI	0.76	0.85	1					
2	ELS	3.34	0.66	-.674 **	1				
3	ATALS	4.69	0.83	-.487 **	.859 **	1			
4	ATPL	3.89	0.77	-.767 **	.875 **	.817 **	1		
5	ATL	3.60	0.75	-.806 **	.824 **	.750 **	.970 **	1	
6	MSC	3.05	0.72	-.839 **	.817 **	.790 **	.952 **	.978 **	1

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

The presented table. 2 displays the means and standard deviations for six variables, labeled TI, ELS, ATALS, ATPL, ATL, and MSC. TI has an average of 0.76 and a standard deviation of 0.85, while ELS has a mean of 3.34 and a standard deviation of 0.66. ATALS has an average of 4.69 and a standard deviation of 0.83, whereas ATPL has a mean of 3.89 and a standard deviation of 0.77. ATL has a mean of 3.60 and a standard deviation of 0.75, and MSC has a mean of 3.05 and a standard deviation of 0.72. The table also presents the correlation coefficients between these variables, which range from -0.839 to 0.978 and are all statistically significant. Notably, ELS has a strong negative correlation with TI (-0.674), and ATL and MSC have the highest positive correlation (0.978). These findings suggest that the variables are interrelated, and changes in one variable may correspond to changes in others. These results can inform future research and guide the development of theoretical models and hypotheses.

Table 3*: Construct reliability, average variance extracted, and measure of dispersion and results of CFA.*

Construct	α	AVE	Indicator	λ
ATALS	0.859	0.555	ATALS1	0.858
			ATALS2	0.841
			ATALS3	0.762
			ATALS4	0.583
			ATALS5	0.642
ATL	0.823	0.539	ATL1	0.755
			ATL2	0.756
			ATL3	0.747
			ATL4	0.675
ATPL	0.838	0.510	ATPL1	0.767
			ATPL2	0.722
			ATPL3	0.769
			ATPL4	0.651
			ATPL5	0.652
ELS	0.798	0.497	ELS1	0.665
			ELS2	0.684
			ELS3	0.732
			ELS4	0.737
MSC	0.814	0.522	MSC1	0.678
			MSC2	0.751
			MSC3	0.716
			MSC4	0.743
TI	0.880	0.648	TI1	0.751
			TI2	0.801
			TI3	0.821

TI4	0.844
TI5	0.794
TI6	0.831

Note. A = Chronbach's alpha, AVE = Average Variance Extracted, λ = Factor Loadings

Table 3 shows the constructs' reliability and validity in the study. The constructs are shown in the first column, and Cronbach's alpha coefficient, which demonstrates the internal consistency of the items used to measure each construct, is shown in the second column. Good dependability is indicated by an alpha coefficient greater than 0.70. The third column shows the extracted average variance (AVE), which represents the construct's convergent validity. Greater than 0.50 AVE values imply good convergent validity. The fourth column displays the indicator factor loadings () on the construct. The factor loading represents the strength of the association between the indicator and the construct. All factor loadings are greater than 0.5, indicating that the model is convergent. In conclusion, the construct validity analysis results show that the measures utilized in this study are reliable and valid for assessing the constructs of interest. The findings show that the study's measurements are accurate and justify the use of these measures in future analyses.

Table 4: *Direct Effects*

Hypothesis	Path			Estimate	S.E.	C.R.	P-Value
H1	MSC	→	TI	-2.625	.128	-20.579	***
H2	ATL	→	TI	1.669	.160	10.430	***
H3	ATPL	→	TI	-.373	.109	-3.439	***
H4	ATALS	→	TI	.971	.056	17.334	***
H5	ELS	→	TI	-.745	.056	-13.217	***
	MSC	→	ATL	1.017	.014	74.207	***
	ATL	→	ATPL	1.000	.016	63.522	***
	ATPL	→	ATALS	.875	.039	22.428	***
	ATALS	→	ELS	.691	.026	26.580	***

Note. MSC stands for Motivation and Self-Confidence, ATL stands for Attitude Towards Learning, ATPL stands for Ability to Plan Learning, and ATALS stands for Ability to Apply Learning Strategies. ELS stands for Evaluation of Learning Success. TI = Teacher's Turnover Intention

The data in table. 4 indicate that many factors have considerable direct effects on teacher turnover intention (TI). Higher levels of motivation and self-confidence (MSC), attitude towards learning (ATL), ability to apply learning strategies (ATALS), and evaluation of learning success (ELS) are linked to lower levels of TI, whereas higher levels of ability to plan to learn (ATPL) are linked to higher levels of TI. The fact that educational and life satisfaction have a favorable effect on TI shows that overall well-being may play a role in academic motivation. Furthermore,

there is a link between MSC and ATL, ATL and ATPL, ATPL and ATALS, and ATALS and ELS. These findings emphasize the significance of understanding the factors that influence teacher turnover and the need of addressing them to increase teacher retention and academic performance.
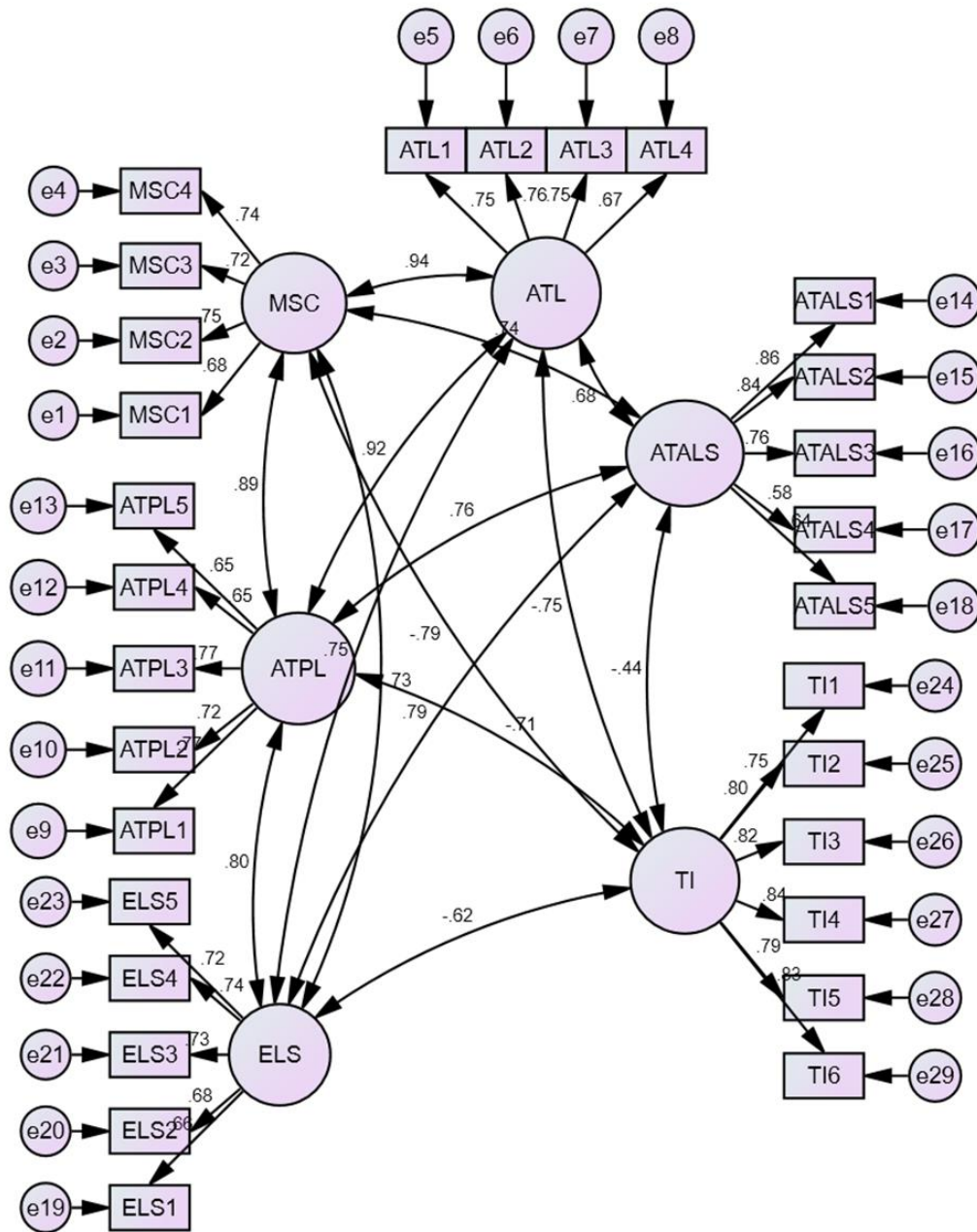
Figure 2: *Confirmatory Factor Analysis*

Following the preliminary study, a confirmatory factor analysis (CFA) was done in AMOS to assess the adequacy of the measurement model, as shown in Figure 2. To create accurate standardized estimates of the factor loadings, the bootstrap approach was used using 5000 resamples. All items were significantly loaded onto their respective constructs, with factor loadings over 0.5 suggesting strong measurement validity. Following that, data imputation was used to establish the mean values of each construct, which were then used as indicators in structural equation modeling (SEM). The Herman single-factor test was used to examine the possible issue of common method bias, and the results showed that a single factor explained 45% of the total variance, showing that common method bias issues were not present in the data. These findings corroborate the measurement model's suitability and the data's suitability for SEM analysis. The overall findings are shown in the path diagram (see Figure 3).
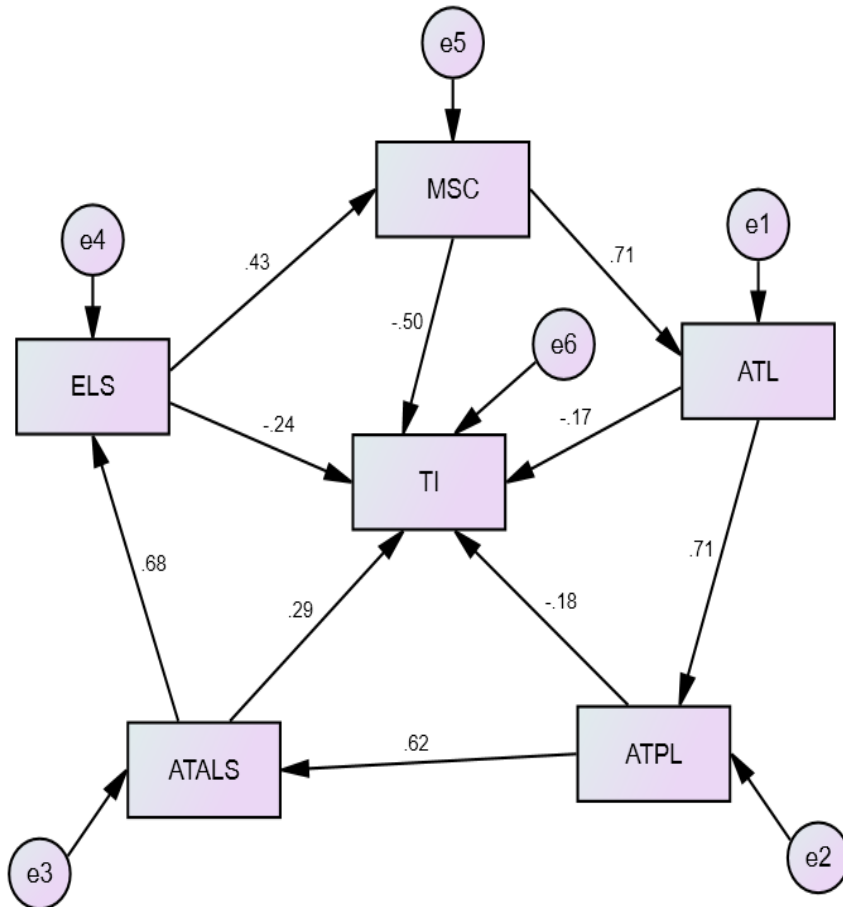
Figure 3: *Path Diagram*

7. DISCUSSION

The study's findings show that motivation and self-confidence (MSC) have a significant negative direct effect on teacher turnover intention (TI) (Aguinis et al., 2020). This conclusion lends support to earlier studies indicating that teacher motivation and self-confidence are critical determinants in teacher retention (Gillet et al., 2013). Higher levels of drive and self-confidence may suggest more work satisfaction and dedication to teaching, resulting in decreased turnover(Ling Lee et al., 2023). To enhance teacher retention, educational institutions must examine measures to nurture and preserve teacher motivation and self-confidence(Loh & Ang, 2020). The study also discovered that ATL had a strong detrimental direct influence on TI (Agyeman & Ponniah, 2014). This shows that teachers with a good attitude towards learning are more likely to stay in their jobs(Winter et al., 2021). Positive attitudes towards learning can be encouraged in educators, and educational institutions should give resources to promote positive attitudes towards learning. Clardy (2000) found that the ability to plan to learn (ATPL) had a significantly favorable direct effect on TI. This implies that teachers with superior planning abilities are more likely to leave their current posts. This result may imply that some teachers may feel overwhelmed or unprepared as a result of insufficient planning and time management training. Educational institutions should provide instructors with training and resources to assist them in developing planning and time management skills, thus enhancing teacher retention(Shuls & Flores, 2020). The study also discovered that the ability to apply learning strategies (ATALS) had a substantial negative direct effect on TI, implying that teachers who can effectively apply learning strategies are less likely to leave their current position (Becker, 2012). This study backs up earlier research that has emphasized the significance of teaching strategies in boosting student learning and teacher retention. Institutions could offer tools and training to assist instructors in developing and implementing effective learning practices(Mahmood, 2021). Evaluating learning success (ELS) had a strong negative direct effect on TI as well (Byun et al., 2012). Teachers who are satisfied with their current employment are more likely to stay in it(Madigan & Kim, 2021). This finding may imply that teachers who are effective and secure in their teaching talents are more likely to stay in their posts. Regular assessments and comments from educational institutions can help teachers evaluate their success(Shraim, 2019). In summary, the findings indicate that a variety of factors influence teacher retention. To retain their teaching staff, educational institutions should take initiatives to increase teacher motivation, positive attitudes toward learning, planning skills, effective learning methodologies, and evaluation of learning success(Ragan & Schroeder, 2014). The favorable connections between these criteria emphasize the significance of a comprehensive approach to teacher retention(Khawand & Zargar, 2022). More research, however, is required to better understand the links between these factors and demonstrate causality.

7.1. Implications

7.1.1 Theoretical Implication

Based on the social exchange theory, the study's theoretical contribution implies that employee motivation and attitude toward learning are major determinants of turnover intention. According to this idea, the study discovered that employees who believe their organization provides them with more advantages than costs are more likely to be motivated and devoted to their jobs. Furthermore, the ability to create and implement learning strategies, as well as evaluate learning achievement, were revealed as major indicators of turnover intention, indicating employee competence and efficacy. Organizations can reduce turnover intention by prioritizing initiatives that boost motivation, create opportunities for professional growth and training, and support self-directed learning with their personnel. Such activities would result in improved organizational outcomes, such as higher employee happiness, dedication, and performance.

The theoretical contribution of the study, based on the social exchange theory, is consistent with past research demonstrating the importance of social exchange interactions in organizations. Employees who perceive high levels of organizational support and supervisor autonomy support, for example, are more likely to be content and devoted to their jobs, according to Gillet et al. (2013). Similarly, Aguinis et al. (2020) emphasized the necessity of firms displaying corporate social responsibility during the COVID-19 epidemic, which improves employee perceptions of their organization. These findings support the idea that organizations that prioritize strong social exchange connections might enhance their employees' attitudes and, as a result, lessen their desire to leave.

The study's findings also add to the body of knowledge on self-directed learning, which is critical for employees to adapt and evolve in their employment, especially in a fast-changing environment like the COVID-19 pandemic (Fayed & Cummings, 2021; Mahlaba, 2020). Individual characteristics such as the ability to design and apply learning strategies, as well as the evaluation of learning achievement, were found as important in minimizing turnover intention in the study. This conclusion backs up previous research highlighting the importance of self-directed learning in employee growth (Becker, 2012; Clardy, 2000). Organizations may encourage a culture of self-directed learning by providing employees with the resources and opportunities they need to grow their skills and knowledge, which will improve employee happiness, dedication, and performance.

Finally, the study's findings have implications for human resource management practices, particularly employee training and development. Organizations can establish positive social ties with their employees through a focus on staff development and training, which can boost organizational results. This result supports past studies (Hale-Jinks et al., 2006; Ingersoll, 2012) that emphasized the significance of employee development in lowering turnover intentions. Employers who support employee development can help their staff members advance their

knowledge and abilities, increase their commitment to their jobs and job happiness, and lessen their desire to leave.

By emphasizing strategies that boost motivation, present opportunities for professional growth and training, and promote self-directed learning, organizations can establish strong social exchange links with their workforce. Better organizational outcomes may result from this, such as elevated staff morale and productivity.

7.1.2 Practical Implication

The first practical application of the findings is that businesses should give personnel training and development a top priority to lower turnover rates. Organizations may raise employee skills and knowledge, boost engagement and work happiness, and eventually lower turnover rates by investing in staff development. Employers must achieve this by giving staff members the tools and chances to broaden their knowledge and abilities. Organizations can promote continual learning and development by offering options for self-directed learning including webinars, conferences, and online courses.

The second takeaway is that businesses should focus on building strong social bonds with their staff. This can be accomplished with the help of organizational support, corporate social responsibility, and employee autonomy. Organizations should emphasize employee rewards, feedback, and recognition because these actions can increase staff loyalty and zeal for the company. Organizations can enhance employee attitudes, reduce the likelihood of staff turnover, and ultimately improve organizational outcomes by creating enjoyable social interchange relationships.

To increase employee competence and effectiveness, organizations should give planning and implementing learning initiatives as well as tracking learning achievement a top priority. Giving staff the information and tools, they need to plan and put their learning into practice, as well as opportunities to assess their progress, can help them achieve this goal. To increase motivation and commitment to learning, organizations should also encourage their staff to develop learning objectives and goals. Organizations can focus on these factors to boost worker performance and competence, lower turnover intentions, and ultimately enhance organizational outcomes.

The fourth practical implication is that businesses should prioritize creating a self-directed learning culture. Employees can develop their skills and knowledge by being given the tools, chances, and support they need to do so. Giving employees the chance to share their knowledge and learning with others inside the company will inspire them to take responsibility for their learning and development. By creating a culture of self-directed learning, organizations can improve employee satisfaction, dedication, and performance while eventually reducing turnover intentions.

By placing a high priority on staff development and training, creating positive social networks, developing learning plan creation and implementation, and

encouraging a culture of self-directed learning, organizations can lower the intention of turnover. These tangible effects may improve organizational outcomes, such as higher employee satisfaction, dedication, and performance.

7.2. Limitations and Future Recommendations

There are a some limitations of this study. First, the small sample size was small and may raises questions about how well the results can be applied to larger groups. Future study should focus on bigger samples to address this and improve the precision and applicability of the findings. The possibility for measurement bias is another important constraint, particularly if the methods used to acquire the data are not accurate or reliable. For instance, biases, such as the social desirability effect, might affect self-reported tests that assess attitudes or cultural orientations. To assure the validity and dependability of results, a more thorough strategy for future work would require using a variety of measuring techniques, such as peer reviews, direct behavioral observations, or even physiological measures. Additionally, the existence of unresearched confounding factors, such as personality variations between individuals or socioeconomic backgrounds, may have distorted the connections between the components under investigation. Future study might use experimental designs or take into consideration potential confounders to better isolate the impact of the core factors. When we delve further, we have the chance to examine how these elements play out at different organizational and group levels, revealing the subtleties of academic motivation. Looking ahead, there are several promising avenues for exploration. It would be invaluable to replicate this study with larger, more diverse cohorts to validate the robustness and breadth of our findings. Longitudinal studies could provide insights into the evolving nature of academic motivation and the possible causative relationships between variables over time. Delving deeper into the underlying mechanisms, mediation and moderation analyses could uncover potential processes and conditions influencing variable associations. There's also a compelling case for intervention studies to ascertain strategies effective in amplifying student motivation. Lastly, in our increasingly globalized world, cross-cultural examinations could provide insights into the universality or cultural nuances of these variable dynamics.

8. CONCLUSION

This study indicates that self-directed learning skills have a considerable impact on teacher turnover in the post-COVID period. As a result of the epidemic forcing many instructors to adapt to new technology and teaching techniques, people with excellent self-directed learning skills are better positioned to prosper in this rapidly changing environment. These teachers are more likely to remain involved and motivated in their work if they take ownership of their professional development and seek out opportunities to learn and grow. This leads to reduced turnover rates.

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