# The moderating role of personality traits between job stress, wellbeing and turn over intention: A comparative analysis between professional teaching qualifications among secondary school teachers in Pakistan

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## Abstract

*This study examines the moderating role of personality traits in the relationships between job stress, psychological well-being, and turnover intentions among 245 secondary school teachers (80 males, 165 females) in Karachi, Pakistan. Data was collected using purposive sampling from private and government schools. The research evaluates how personality domains (extraversion, agreeableness, conscientiousness, emotional stability, openness) and job stress influence psychological well-being and turnover intentions, while considering demographic factors like gender, institution type, job nature, marital status, and teaching experience. Findings reveal workplace stress negatively predicted psychological well-being (β = -.976). Personality traits significantly influenced the job stress-well-being relationship, with higher extraversion, agreeableness, conscientiousness, and openness weakening job stress's negative impact, aligning with transactional stress-coping models. Unexpectedly, emotional stability strengthened the positive job stress-turnover intention link. Significant negative correlations existed between well-being and job stress (r = -.978), and well-being and turnover intention (r = -.971). Personality traits positively predicted turnover intentions. The moderating effects were statistically significant for extraversion (B = .021), agreeableness (B = .0184), conscientiousness (B = .022), emotional stability (B = .021), and openness (B = .0238). The study highlights implementing stress management and fostering positive personality traits to enhance educator well-being and retention. By identifying protective and risk factors, tailored interventions and policies can improve teachers' work-life quality and promote a conducive learning environment.*

**Keywords:** *Psychological well-being, Turnover-intentions, Stress, Personality Traits, Secondary School Teachers*

## Introduction

Well-trained, possessing professional qualifications and subject matter expert teachers are essential for a qualitative instructional system and to boost the excellence of the teaching and learning process. According to Heckman (2019), teaching is a profession full of demands and challenges that put a lot of pressure and challenges on educators. Teachers carry huge responsibilities of educating and shaping the students' minds and behaviors, strengthening their intellectual, social, and emotional development (Rockoff, 2004). Teacher's personality traits play a significant role in students' overall accomplishment within secondary schools. Teachers need to possess and adhere to specific skills; without these, their authority won't be reflected in their students' overall performance. Students should be able to connect what they learn in school to its practical applications in real-life problem-solving, highlighting why instructors must be effective in their teaching (Adu & Olatundum, 2007). The personality of a teacher is crucial for teaching and learning environments. Effective communication between the teacher and students creates a positive classroom learning environment (Callahan, 1996). Various theoretical perspectives can be found in the literature to conceptualize the notion of personality. Individuals' inborn personality traits mold their behavior towards others and influence others' responses. Teachers with engaging personalities cultivate strong relationships with students and colleagues, enhancing their educational strategies. The five-factor model is widely recognized in assessing personality traits. This model categorizes an individual's overall temperament into five main traits: openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (Garcia, 2011).

Stress at the workplace is a phenomenon that has a significant impact on the workforce. Stress experienced by the teacher has been a question of the attention of researchers globally. Stress is the damage of the bodily and emotional response which take place when the necessities of the job do not correspond to the capabilities, assets, and requirements of an employee" (McGuire, 2014). Goetsch (2005) reports that stress contributes significantly to high therapeutic bills of employees which is more than 150 billion per year.

Along with other study variables psychological well-being plays a very important role in an individual functioning in his or her life and professional obligations. Psychological well-being is considered as an individual's psychological health, which defines how well they perform overall.

Enhanced psychosocial well-being can reduce morbidity and mortality rates, allowing people to live longer. Furthermore, improved mental well-being can help fuel productive energies at work, and higher levels of productivity can help workers perform much better in their day-to-day affairs (Trudel-Fitzgerald et al., 2019).

Another variable of the current study is turnover intentions, teachers' turnover intentions are described as their desire to quit their existing profession or intend to leave their current employer and move to a new one. It has been found that high interpersonal dedication has a significantly positive effect on someone's proceeding with the same organization and profession. Their plan for turnover can be taken from two sources. Turnover intention reflects on the wishes of teachers to depart from their work or company, in quest for new positions or careers, in contrast with employee turnover that calculates the price of transition among the employees. The intensity of turnover is defined as the cognitive process of asking, planning, and wanting to leave a job or organization (Khan & Irfan 2014).

The purpose of this study is to explore how personality traits and job stress influence psychological well-being and turnover intention among secondary school teachers in Pakistan. It aims to inquire whether stress at the workplace and personality traits moderate these relationships. Furthermore, the study aims to analyze the demographic factors, such as type of institution, nature of employment, gender, marital status, professional qualifications, and teaching experience, affect these variables. By unraveling the association among job stress, psychological well-being, personality traits, and turnover intentions, this research aims to provide insights for developing strategies and interventions to improve teachers' work-life balance and create a supportive learning environment for students.

The objectives of this study include:

- To analyze the moderating role of personality domains and job stress on psychological well-being and turnover intention.
- To examine job stress and personality domains as a predictor of well-being among secondary school teachers.
- Another objective was to investigate the role of demographic variables (gender, nature of institution, nature of job, marital status and length of teaching experience, professional

teaching qualification) and the difference in demographic patterns among the study variables.

**Hypothesis**

1. There is a negative relationship between job stress and psychological well-being, as well as between turnover intentions and psychological well-being, among teachers of public and private institutions.
2. Male teachers are likely to face higher stress, have stronger intentions to leave their jobs, and experience reduced mental health compared to female teachers.
3. Teachers with professional qualifications are likely to endure lower levels of stress, have reduced intentions to leave their positions, and experience better psychological well-being compared to teachers lacking professional qualifications.
4. Job stress predicts the psychological well-being of secondary school teachers, with personality traits moderating the impact of stress on their mental health.

## Literature Review

Teaching is vital for student cognitive development, involving responsibilities beyond instruction, such as counseling and support (Gundugdu & Silmon, 2007). Teachers shape individuals' futures and contribute to societal development, with their personality traits impacting students' well-being. Managing stress affects teachers' well-being and productivity, making job satisfaction and turnover intentions critical for retention prediction (Lambert et. al, 2012).

It is manifest from the literature that teaching is one of the most stressful professions. For that reason, it is of great importance to get a deeper acquaintance with the background and results of teachers' stress (Van Dick, 2001). Stress obtained by teachers is defined as unpleasant terrible feelings consisting of annoyance, irritation, fretfulness, sadness, and uneasiness, consequential from some aspects of their work (Kyriacou, 2004).

Teachers play a crucial role in developing and educating in the direction of success (Pradana et al., 2020). Research on teaching and learning patterns has shown that teachers exhibit a variety of behaviors and instructional methods (Gary, 2004; Chen et al., 2023). Teachers' personality traits significantly impact their classroom behavior. Harris and Rutledge (2007) found that personality traits can predict how effectively teachers perform their jobs. Similarly, Rockoff, Jacob, Kane, and Staiger (2008) confirmed that teachers' personality characteristics influence

student outcomes. Investigations have revealed that teachers' personality traits are linked to their effectiveness in teaching, with their individuality affecting the behaviors they choose to adopt in the classroom (Gary, 2004; Chen et al., 2023). The five-factor model is widely esteemed for assessing personality traits, which include openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism. Openness to experience reflects a curiosity for new experiences and creative tendencies, while conscientiousness denotes trustworthiness and organization (Barrick & Mount, 1991). Extroversion characterizes individuals who thrive on social interactions and leadership roles, contrasting with introverts who prefer solitude (Eysenck, 1986). Agreeableness signifies pleasantness and empathy, while low scores may indicate isolation or skepticism (Costa & McCrae, 1992). Neuroticism relates to emotional stability, with neurotic individuals prone to anxiety and distress, whereas those low in neuroticism are described as stable and calm (Garcia, 2011).

Personality traits, which reflect consistent ways of thinking, feeling, and acting, significantly influence teachers' coping mechanisms and experiences (Buttner et al., 2015; Conard & Matthews, 2008). Traits such as extraversion, openness, and conscientiousness are linked to better adjustment to job challenges and greater job satisfaction (Jeswani & Dave, 2012; Ariyabuddhiphongs & Marican, 2015; Bono et al., 2007). On the other hand, traits like neuroticism or emotional instability tend to worsen the adverse effects of job stress on well-being and may lead to higher turnover rates (Bulmash, 2016; Khan & Irfan, 2014; Mearns & Cain, 2003).

In applied psychology studies, organizational behavior and management-managed turnover intentions are listed as one of the most studied implications of job satisfaction and predictors of real turnover behavior (Hussain et al., 2018). A conducive working environment for teachers usually needs to be part of the atmosphere of education. The most critical style of management has an immediate impact on the sort of lifestyle encountered in a chosen school. The choice of a teacher to leave or stay at a school depends on the kind of subculture present in a specific school (Bibi & Kaleem, 2021; Yahya, 2022).

Research on teachers' well-being has recently gained more attention. This can be attributed to the rising status and recognition of the teaching profession compared to other careers (Trudel-Fitzgerald et al., 2019). Enhanced psychosocial well-being can reduce morbidity and mortality

rates, allowing people to live longer. Furthermore, improved mental well-being can help to fuel productive energies at work, and higher levels of productivity can help workers perform much better in their day-to-day affairs. Studies have also shown that turnover rates are exceptionally high for teachers during their beginning five years in classrooms (Oad & Niazi, 2021). It is manifest from the literature that teachers' personality and stress at the workplace plays a significant role in how someone performs his or her day-to-day tasks and exert strong impact on their psychological well-being, it can be positive, negative or balanced. When a teacher experiences frequent stress and challenges at the workplace and they also contradict with their personality traits, the chances are higher that a teacher is likely to switch his job or career as teaching professionals. As it is manifest from the literature that there are a lot of studies conducted worldwide on this aspect but in Pakistan not much work has been done especially in secondary school teachers.

## Research Methodology

### Sample and Procedure

The sample of this study was comprised on 245 secondary school teachers (N = 245), Female (N = 165), and Male (N = 80) from boys' and girls' schools of Karachi. Purposive sampling technique was used to collect the data from public and private secondary schools. Permission from the Principals/headmasters/headmistresses of respective school was taken. After getting permission from the head of institutions informed consents from the participants were taken. The participants were assured about the privacy of their information provided. Finally administered the questionnaires containing items related to demographic information, psychological well-being, turnover intention and job stress scales.

### Measures

To collect the data a semi-structured self-constructed Demographic Information Questionnaire (gender, type of institutions, nature of job, marital status and working experience), Turnover Intention Scale (Olusegun, 2013), Cronbach's alpha of the questionnaire is .86. The Flourishing Scale of Psychological Well-being (Diener, et, al, 2009), the scale is correlated very strongly with the total scores for the other psychological well-being scales, at 0.80 and 0.69 (Diener et al., 2009).

Big-Five Ten Items Personality Inventory (Gosling, et. al., 2003), the test–retest correlations of this scale is r=.72. And Job Stress Scale (Jamal and Baba, 1992) was used, the Cronbach's alpha for the nine- item scale is 0.83. Permissions for using the instruments from respective authors/institutions were taken. All the research instruments are reliable and valid.

The measures used in this study are reliable and valid instruments widely utilized by researchers in Pakistan, other South Asian countries and worldwide. Given that the study focuses on secondary school teachers in Pakistan and recognizing that not all teachers may be proficient in English, the scales were translated into Urdu. The translation process involved several steps. First, a committee of three experts, proficient in both English and Urdu and well-versed in Pakistani culture, was established.

The committee reviewed the translated items for cultural relevance, revising any vague or ambiguous terms to ensure clarity. Subsequently, the translated Urdu items were back-translated into English by the same team. These back-translated versions were compared with the original English versions to identify any discrepancies. Further revisions were made to ensure the accuracy and reliability of the translated versions. This rigorous translation process ensures that the measures are both culturally relevant and maintain their reliability and validity in the context of Pakistani secondary school teachers.

## Data Analysis

### Statistical Analysis

To analyze the data Statistical Package for Social Sciences Version 20 was used. Descriptive statistics were used to ascertain the alpha reliability coefficient of the instruments. Pearson product moment correlation was applied to see the relationship between study variables. An independent sample t-test was applied to see the difference among study variables based on demographics. One way Analysis of Variance (ANOVA) was used to see the difference between study variables with teaching experience and professional teaching qualification levels. Regression analysis was used to see the effect of job stress and personality domains on psychological well-being. Moderation analysis was conducted to see the effect of job stress and personality domains on psychological well-being and turnover intentions.

# Discussion and Results

## Results

Table 1

Correlations between Study Variables (N=245).

| Sr. No. | Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Job Stress | - | -.978 | .973 | -.102 | -.045 | -.078 | -.091 | -.156 | -.099 |
| 2. | Wellbeing | | - | -.971 | .115 | .055 | .095 | .095 | .168 | .115 |
| 3. | Turnover Intention | | | - | -.078 | -.024 | -.064 | -.069 | -.136 | -.071 |
| 4 | Total Personality | | | | - | .925 | .923 | .889 | .883 | .873 |
| 5 | Extraversion | | | | | - | .823 | .777 | .792 | .739 |
| 6 | Agreeableness | | | | | | - | .783 | .762 | .774 |
| 7 | Conscientiousness | | | | | | | - | .708 | .728 |
| 8 | Emotional Stability | | | | | | | | - | .714 |
| 9 | Openness to Experiences | | | | | | | | | - |

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

The *Table 1* of the research depicts the correlational analysis of the study variables along with the sub-scales of personality types. The correlational analysis of the study suggests that job stress has a significantly high negative correlation with wellbeing (r=-.978).

*Table 2*
*Independent Sample t-test of Study Variables between Gender (N=245)*

| Variables | Male (N=80) | | Female (N=165) | | T | P | 95 %CI | | *Cohen's d* |
|---|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | | | LL | UL | |
| Job Stress | 28.8 | 10.05982 | 28.5818 | 9.00547 | .171 | .864 | -2.29398 | 2.73034 | 0.022855 |
| Wellbeing | 29.98 | 9.01612 | 30.4485 | 7.94678 | -.418 | .676 | -2.70341 | 1.75644 | 0.055129 |
| Turnover Intention | 29.2 | 8.84 | 29.6 | 7.75 | -.428 | .669 | -2.65275 | 1.70578 | 0.048118 |
| Extraversion | 8.54 | 2.57025 | 9.0303 | 2.42554 | -1.433 | .154 | -1.17227 | .18666 | 0.196203 |
| Agreeableness | 8.96 | 2.35164 | 9.3152 | 2.20257 | -1.123 | .263 | -.97296 | .26765 | 0.155904 |
| Conscientiousness | 8.98 | 2.06830 | 9.4485 | 2.20699 | -1.644 | .102 | -1.04227 | .09530 | 0.219051 |
| Emotional Stability | 9.18 | 2.04862 | 9.7697 | 2.04410 | -2.132 | .035 | -1.14560 | -.04380 | 0.28817 |
| Openness to Experiences | 9.44 | 1.96709 | 9.5333 | 1.93660 | -.359 | .720 | -.62257 | .43091 | 0.047799 |

*Table 2* of the study shows the findings of mean differences between the male (n=80) and female sample (n=165) on the present study variables. The findings of mean differences between the male (n=80) and female sample (n=165) on the present study variables. The results of the analysis suggests that no significant difference exist between the two samples other than emotional stability which suggests that female have significantly higher emotional stability than that of the male sample.

Table 3
One-Way Analysis of Variance of Study Variables between levels of Professional Teaching Qualifications (N=245)

| Variable | M.Ed. (N=39) | | B.Ed. (N=110) | | Other (N=11) | | No-professional Qualification (N=85) | | F | p | $\eta^2$ | i-j | Mean D | S.E | p | 95% CI | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | M | SD | M | SD | | | | | | | | LL | UL |
| Job Stress | 26.8462 | 8.93408 | 26.5727 | 9.50660 | 28.5455 | 10.40542 | 32.1882 | 8.21221 | 6.816 | .000 | 0.2913 | 4>1 | -5.34208 | 1.74558 | .015 | -9.9857 | -.6985 |
| | | | | | | | | | | | | 4>2 | -5.61551 | 1.30341 | .000 | -9.0829 | -2.1482 |
| Wellbeing | 31.8462 | 7.52378 | 32.1545 | 8.32834 | 30.6364 | 10.66089 | 27.1294 | 7.41265 | 6.895 | .000 | 0.2930 | 1>4 | 4.71674 | 1.54923 | .016 | .5955 | 8.8380 |
| | | | | | | | | | | | | 2>4 | 5.02513 | 1.15680 | .000 | 1.9478 | 8.1025 |
| Turnover Intention | 28.1282 | 7.64398 | 27.5000 | 8.48933 | 29.8182 | 9.65213 | 32.6588 | 6.60727 | 7.460 | .000 | 0.3047 | 4>1 | -4.53062 | 1.50919 | .018 | -8.5454 | -.5159 |
| | | | | | | | | | | | | 4>2 | -5.15882 | 1.12690 | .000 | -8.1566 | -2.1610 |
| Extraversion | 9.3333 | 2.50613 | 8.9273 | 2.49664 | 7.7273 | 2.79610 | 8.7294 | 2.38741 | 1.349 | .259 | 0.1296 | - | - | - | - | - | - |
| Agreeableness | 9.4359 | 2.06213 | 9.2273 | 2.31730 | 8.1818 | 2.78633 | 9.1882 | 2.18487 | .896 | .444 | 0.1056 | - | - | - | - | - | - |
| Conscientiousness | 9.4615 | 2.31524 | 9.4182 | 2.10016 | 8.6364 | 2.24823 | 9.1412 | 2.19389 | .672 | .570 | 0.0915 | - | - | - | - | - | - |
| Emotional Stability | 9.7179 | 1.91873 | 9.7091 | 2.19401 | 8.8182 | 2.08893 | 9.4353 | 1.94231 | .841 | .472 | 0.1023 | - | - | - | - | - | - |
| Openness to Experiences | 9.7692 | 1.99290 | 9.3909 | 1.97737 | 9.1818 | 1.83402 | 9.5647 | 1.90518 | .492 | .688 | 0.0782 | - | - | - | - | - | - |

Note. $\eta^2$ = effect size, p= significance, S.E= standard error, UL = upper limit, LL = lower limit, $p<.05$

The findings of One-way ANOVA demonstrated a statically significant difference between the four professional teaching qualification groups on all the variables of the present study in table 3. The findings of One-way ANOVA demonstrated a statically significant difference between the four professional teaching qualification groups on all the variables

of the present study. The indicated values of job stress (F (3, 241) = 6.816, p= .00), wellbeing (F (3, 241) = 6.895, p= .00) and turnover intention (F (3, 241) = 7.46, p= .00) with effect sizes "$\eta^2$" of 0.2913, 0.2930 and0.3047 respectively, as determined by ANOVA. However, the differences on personality domains were not significant.

*Table 4*
*Linear Regression Showing the Effect of Job Stress and Personality domains on Wellbeing (N = 245)*

| Dependent Variable | Variable | B | *S.E* | *b* | *P* | 95% CI | |
|---|---|---|---|---|---|---|---|
| | | | | | | LL | UL |
| Wellbeing | Constant | 54.406 | .750 | | .000 | 52.929 | 55.883 |
| | Job Stress | -.867 | .012 | -.976 | .000 | -.890 | -.843 |
| | Extraversion | -.042 | .093 | -.013 | .651 | -.225 | .141 |
| | Agreeableness | .118 | .102 | .032 | .245 | -.082 | .318 |
| | Conscientiousness | -.102 | .091 | -.027 | .261 | -.281 | .077 |
| | Emotional Stability | .032 | .096 | .008 | .742 | -.158 | .221 |
| | Openness to Experiences | .069 | .098 | .016 | .483 | -.124 | .261 |
| | $R^2$ | .958 | | | | | |
| | F | 904.67 | | | | | |

*Note.* B = unstandardized regression coefficient, β = standardized regression coefficient, CI = confidence interval, UL = upper limit, LL = lower limit, p<.05

The results in *Table 4* depict the findings of the linear regression showing the predictive effect of job stress and personality domains on wellbeing of the present study sample. The findings of the linear regression show the predictive effect of job stress and personality domains on wellbeing of the present study sample. The results suggest that job stress

significantly negatively predicts wellbeing (*β*=-.*976*). However, none of the personality domains displayed significant predictive ability on wellbeing. The overall model explained 95.8% variance in wellbeing (F (6, 238) = 904.673, p=.000).

Table 5
Moderation Analysis for Personality Domains in Relationship between Job Stress and Wellbeing among (N=245)

| DV | Variables | *B* | *S.E* | *P* | 95% CI | | $R^2$ | F |
|---|---|---|---|---|---|---|---|---|
| | | | | | *LL* | *UL* | | |
| Well-being | Constant | 60.0355 | 1.2741 | .0000 | 57.5257 | 62.5452 | .9607 | 1961.5786 |
| | Job Stress | -1.0483 | .0419 | .0000 | -1.1308 | -.9659 | | |
| | Extraversion | -.5647 | .1414 | .0001 | -.8432 | -.2862 | | |
| | Int_ JSExt. | .0210 | .0047 | .0000 | .0117 | .0302 | | |
| | Constant | 59.4346 | 1.4924 | .0000 | 56.4949 | 62.3744 | .9598 | 1917.7172 |
| | Job Stress | -1.0336 | .0477 | .0000 | -1.1276 | -.9396 | | |
| | Agreeableness | -.4724 | .1586 | .0032 | -.7849 | -.1599 | | |
| | Int_ JSAgr. | .0184 | .0051 | .0004 | .0083 | .0285 | | |
| | Constant | 60.9274 | 1.5710 | .0000 | 57.8328 | 64.0221 | .9601 | 1932.8322 |
| | Job Stress | -1.0729 | .0512 | .0000 | -1.1737 | -.9721 | | |
| | Conscientiousness | -.6235 | .1649 | .0002 | -.9484 | -.2986 | | |
| | Int_ JSConci. | .0223 | .0054 | .0001 | .0116 | .0330 | | |
| | Constant | 60.6237 | 1.8187 | .0000 | 57.0411 | 64.2064 | .9596 | 1910.1233 |
| | Job Stress | -1.0683 | .0575 | .0000 | -1.1815 | -.9550 | | |
| | Emotional Stability | -.5711 | .1840 | .0021 | -.9336 | -.2086 | | |
| | Int_ JSES | .0212 | .0059 | .0004 | .0095 | .0328 | | |
| | Constant | 60.9350 | 1.6812 | .0000 | 57.6233 | 64.2466 | .9605 | 1952.6926 |
| | Job Stress | -1.0889 | .0540 | .0000 | -1.1952 | -.9826 | | |
| | Openness to Experiences | -.6197 | .1743 | .0005 | -.9632 | -.2763 | | |
| | Int_ JSOE | .0238 | .0057 | .0000 | .0127 | .0350 | | |

*Note*. B = unstandardized regression coefficient, CI = confidence interval, UL = upper limit, LL = lower limit, p<.05

The results displayed in *Table 5* for moderation analysis suggest that the moderating role of personality domains including extraversion, agreeableness, conscientiousness, emotional stability and openness to experiences respectively, between the relationships of job stress with wellbeing. In case of extraversion, it showed significant moderation role with a B= .021 and $R^2$ =.96 (F (3,241) = 1961.58, p=.00). Likewise, similar findings were observed in case of agreeableness where the interaction with a B= .0184 and $R^2$ =.96 (F (3,241) = 1917.72, p=.00); suggesting significant moderation.

Moreover, conscientiousness, emotional stability and openness to experiences similarly displayed significant moderating effects with B= .022 and $R^2$ =.96 (F (3,241) = 1932.83, p=.00); B= .021 and $R^2$ =.959 (F (3,241) = 1910.123, p=.00) and B= .0238 and $R^2$ =.96 (F (3,241) = 1952.693, p=.00) individually. Overall, all five domains of personality significantly moderates the relationship between job stress and wellbeing of the present sample.

*Figure 1*
*Extraversion Interaction between Wellbeing and Job stress*

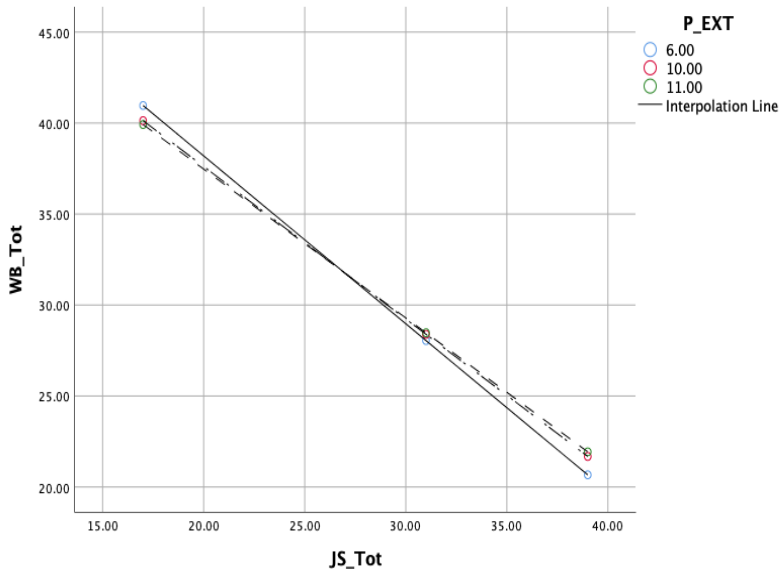



*Figure 2*
*Agreeableness Interaction between Wellbeing and Job stress*

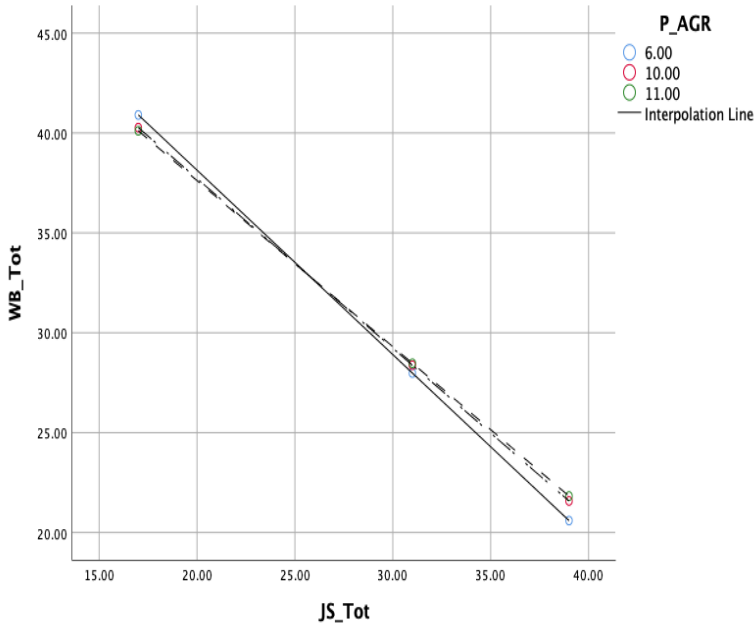


*Figure 3*
*Conscientiousness Interaction between Wellbeing and Job stress*

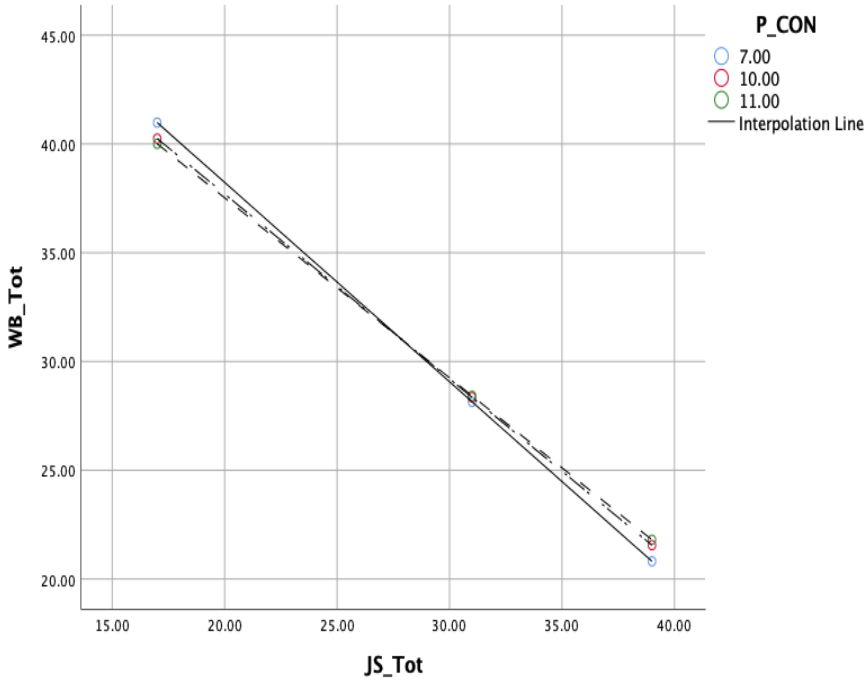



*Figure 4*
*Emotional Stability Interaction between Wellbeing and Job stress*

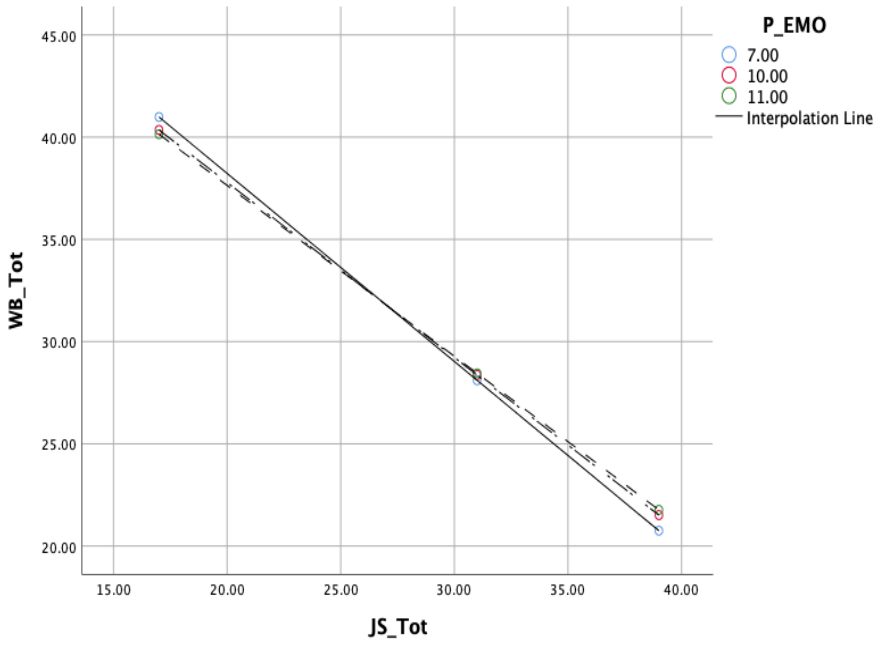
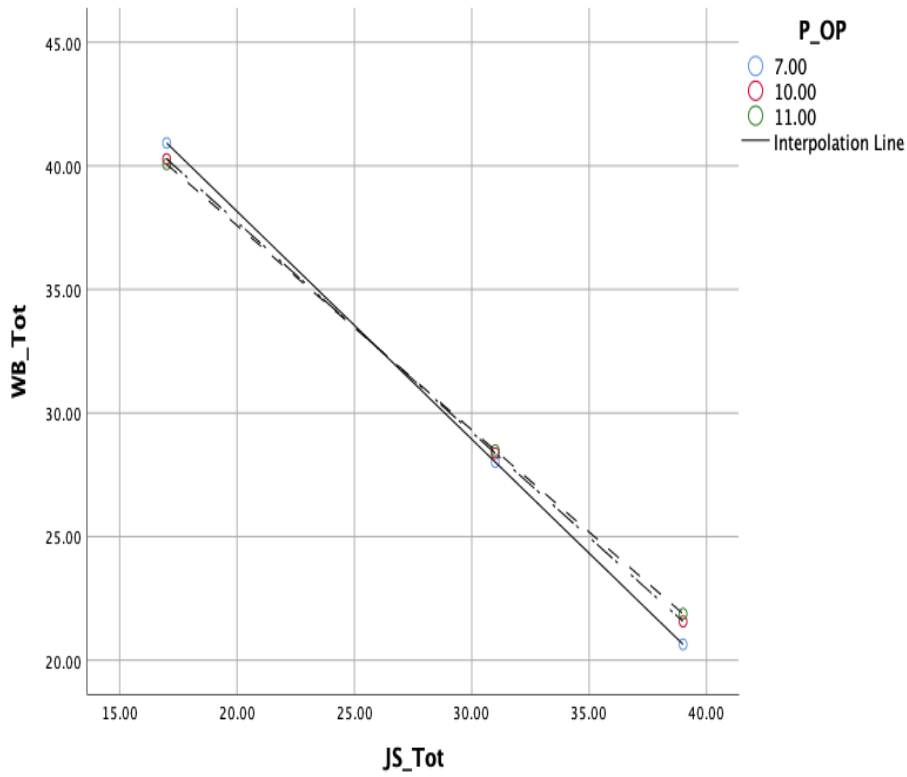


*Figure 5*
*Openness to Experience Interaction between Wellbeing and Job stress*




The graphs including *figure 1, figure 2, figure 3, figure 4* and *figure 5* are representation of the interactional effect of the five personality domains on 16$^{th}$, 50$^{th}$ and 80$^{th}$ conditional effect levels indicating from lower level to higher effect respectively. All the graphs showed similar levels of moderating effect represented through interpolation lines in all of the figures. The blue was for the 16$^{th}$ level, red is 50$^{th}$ level and green is 80$^{th}$ level of conditional effect indicating low, moderate and higher levels in all of the five figures.

The similar pattern of moderation in all of the figures indicated that on lower levels of job stress the wellbeing is higher, moderated by all of the five personality domains in each figure respectively. However, on 50$^{th}$ and 80$^{th}$ conditional effect the moderating role of personality domains is not as strong as is on the 16$^{th}$ conditional effect. Nevertheless, in all conditional effect cases the personality domains do moderates between job stress and wellbeing.

Table 6
Moderation Analysis for Personality Domains in Relationship between Job Stress and Turnover Intention among (N=245)

| DV | Variables | *B* | *S.E* | *P* | 95% CI | | $R^2$ | F |
|---|---|---|---|---|---|---|---|---|
| | | | | | *LL* | *UL* | | |
| | Constant | .6281 | 1.4018 | .6545 | -2.1332 | 3.3895 | .9501 | 1530.7566 |
| Turnover- | Job Stress | .9866 | .0461 | .0000 | .8958 | 1.0773 | | |
| Intention | Extraversion | .5360 | .1555 | .0007 | .2296 | .8423 | | |
| | Int_ JSExt. | -.0164 | .0052 | .0017 | -.0266 | -.0063 | | |
| | Constant | 1.2352 | 1.6424 | .4527 | -2 | 4.4704 | .949 | 1495.4235 |
| | Job Stress | .9675 | .0525 | .0000 | .8641 | 1.0709 | | |
| | Agreeableness | .4428 | .1746 | .0118 | .0989 | .7867 | | |
| | Int_ JSAgr. | -.0135 | .0056 | .0175 | -.0246 | -.0024 | | |
| | Constant | .3398 | 1.7269 | .8442 | -3.0619 | 3.7416 | .9495 | 1510.9533 |
| | Job Stress | .9902 | .0563 | .0000 | .8794 | 1.1011 | | |
| | Conscientiousness | .5306 | .1813 | .0038 | .1735 | .8877 | | |
| | Int_ JSConci. | -.0157 | .0060 | .0092 | -.0275 | -.0039 | | |
| | Constant | 59.4950 | 3.0687 | .0000 | 53.4502 | 65.5398 | .9489 | 1491.8037 |
| | Job Stress | -1.0945 | .0970 | .0000 | -1.2856 | -.9034 | | |
| | Emotional Stability | -.7267 | .3105 | .0201 | -1.3384 | -.1151 | | |
| | Int_ JSES | .0303 | .0100 | .0027 | .0106 | .0500 | | |
| | Constant | .6066 | 2 | .7619 | -3.3332 | 4.5463 | .9498 | 1519.6868 |
| | Job Stress | .9791 | .0632 | .0000 | .8545 | 1.1036 | | |
| | Openness to Experiences | .4802 | .2024 | .0184 | .0815 | .8789 | | |
| | Int_ JSOE | -.0139 | .0065 | .0340 | -.0267 | -.0011 | | |

*Note.* B = unstandardized regression coefficient, CI = confidence interval, UL = upper limit, LL = lower limit, p<.05

The results demonstrated in *Table 6* proposing the moderating role of personality domains incorporating extraversion, agreeableness, conscientiousness, emotional stability and openness to experiences respectively, between the associations of job stress with turnover intention. In case of extraversion, it presented a significant moderating role with a B= -.0164 and $R^2$ =.9501 (F (3,241) = 1530.7566, p=.00). Likewise, similar findings were observed in case of agreeableness where the interaction with a B= -.0135 and $R^2$ =.9495 (F (3,241) = 1510.9533, p=.00); suggested significant moderation.

Moreover, conscientiousness, and openness to experiences similarly revealed significant moderating effects with B= -.0157 and $R^2$ =.9495 (F (3,241) = 1510.9533, p=.00); and B= -.0139 and $R^2$ =.9498 (F (3,241) = 1519.6868, p=.00) correspondingly. However emotional stability B= .0303 and $R^2$ =.9489 (F (3,241) = 1491.8037, p=.00); indicated a positive moderating role suggesting it increases the strength of the relationship. Whereas, all of the other four domains of personality significantly weakens the relationship between job stress and turnover intention of the currently study sample.

*Figure 6*
*Extraversion Interaction between Wellbeing and Turnover Intention*

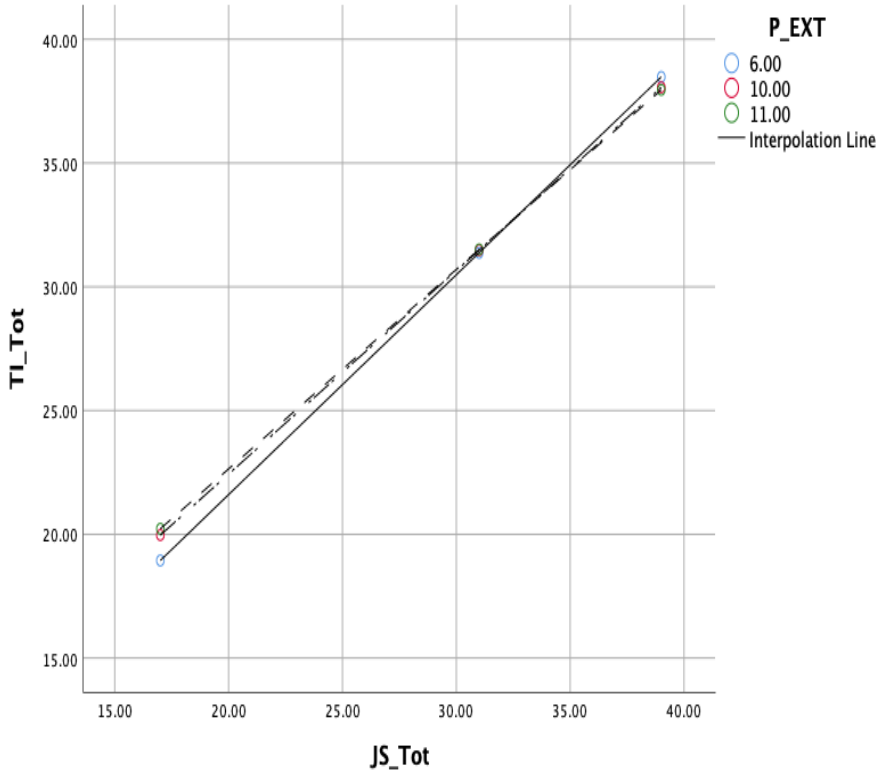


*Figure 7*
*Agreeableness Interaction between Wellbeing and Turnover Intention*

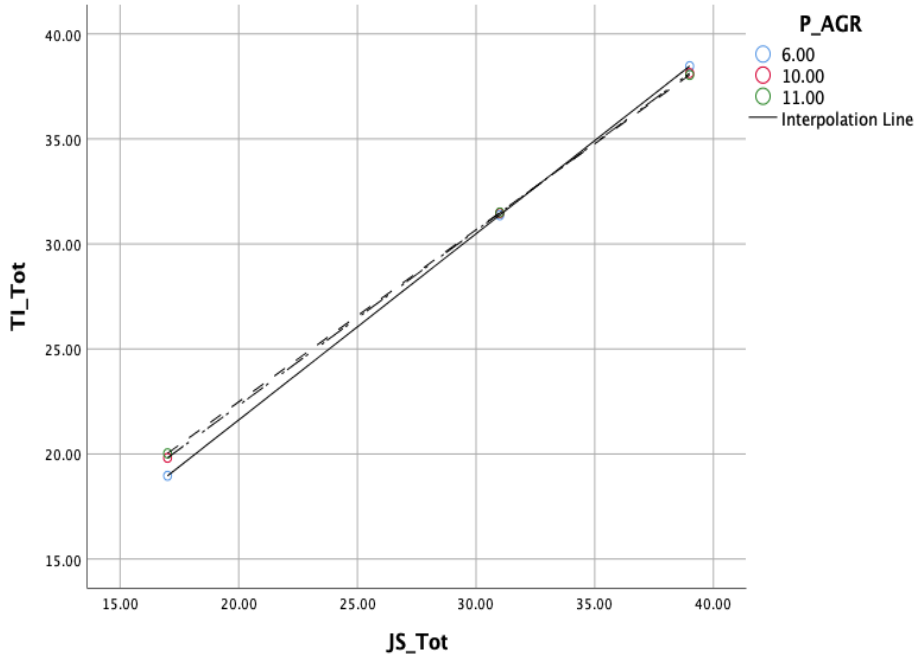



*Figure 8*
*Conscientiousness Interaction between Wellbeing and Turnover Intention*

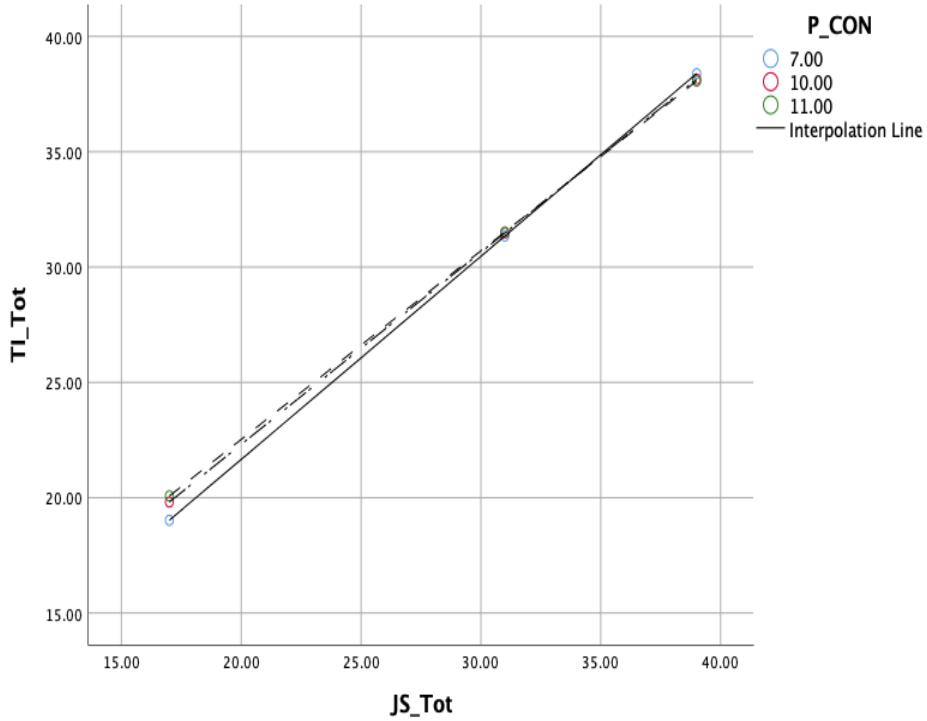


*Figure 9*
*Emotional Stability Interaction between Wellbeing and Turnover Intention*

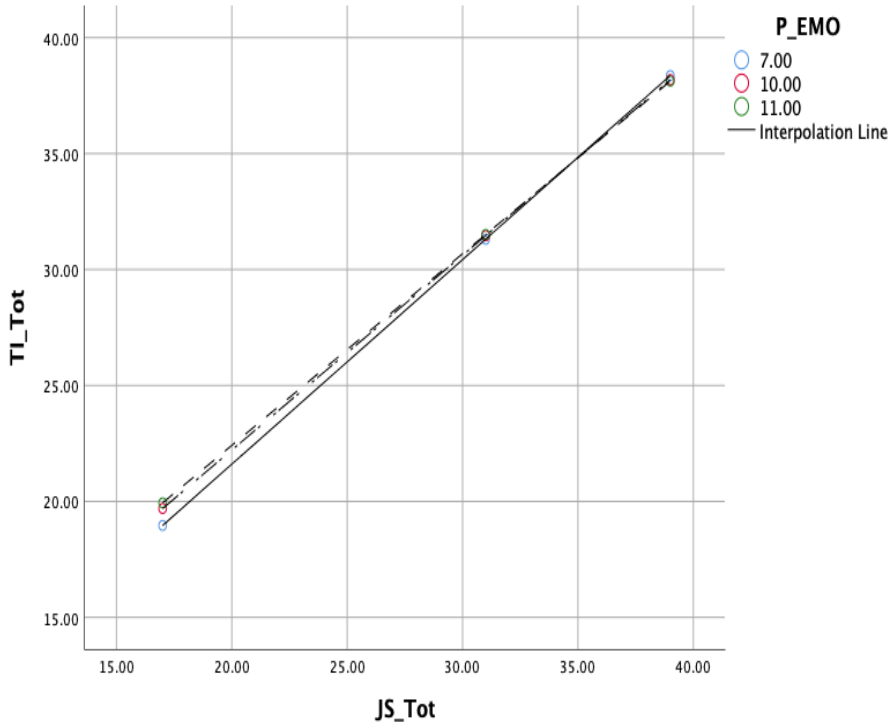
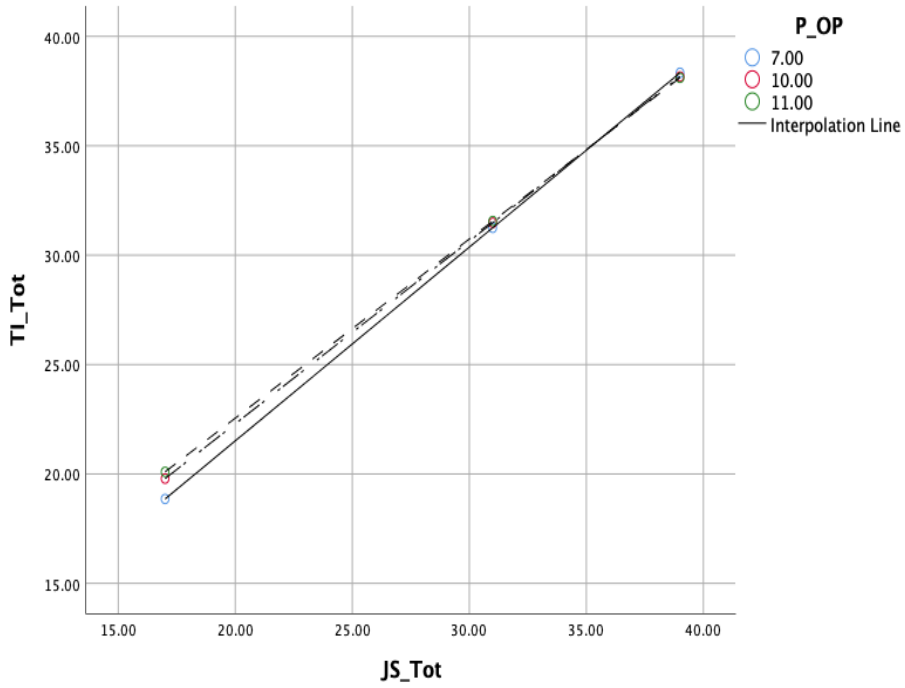



*Figure 10*
*Openness to Experience Interaction between Wellbeing and Turnover Intention*



The graphs including *figure 6, figure 7, figure 8, figure 9* and *figure 10* are all representation of the interactional effect of the five personality domains including extraversion, agreeableness, conscientiousness, emotional stability and openness to experiences on 16th, 50th and 80th conditional effect levels indicating from lower level to higher effect respectively. All the graphs exhibited similar pattern of moderating effects represented through interpolation lines in all of the discussed figures. The blue was for the 16th level, red is 50th level and green is 80th level of conditional effect indicating low, moderate and higher levels in all of the five figures.

The similar pattern of moderation in all of the figures indicated that on higher levels of job stress the turnover intention is higher and vice versa; moderated by all of the five personality domains in each figure respectively. However, on 50th and 80th conditional effect the moderating role of personality domains is not as strong as was on the 16th conditional effect. Nonetheless, in all conditional effect cases the personality domains do moderates between job stress and turnover intention.

## Discussion and Conclusion

### Discussion

The present study explored the intricate interplay between job stress, personality domains, psychological well-being, and turnover intention among secondary school teachers. Specifically, it examined the moderating roles of personality traits and demographic factors in the relationships between job stress, well-being, and turnover intention. The findings contribute to the existing literature by providing valuable insights into the complex dynamics influencing the work experiences and retention of educators.

*H1: There is a negative relationship between job stress and psychological well-being, as well as between turnover intentions and psychological well-being, among teachers of public and private institutions.*

The hypothesis is supported by the findings presented in table 1, which shows the correlations between the study variables. Job stress has a significantly high negative correlation with well-being (r = -.978), indicating that higher levels of job stress are associated with lower psychological well-being. Furthermore, turnover intention also has a significantly high negative correlation with well-being (r = -.971), suggesting that higher turnover intentions are related to lower psychological well-being among the teachers. Additionally, job stress displayed a significantly high positive correlation with turnover

intention (r=.973); However, in association with personality and its domains, though the results suggested a negative correlation it was not significant other than emotional stability (r=-.156). Consistent with a substantial body of literature (Kyriacou, 2001; Skaalvik & Skaalvik, 2011; Liu et al., 2019), the results revealed significant negative correlations between job stress and psychological well-being (r = -.978), as well as between turnover intention and well-being (r = -.971).

*H2: Male teachers are likely to face higher stress, have stronger intentions to leave their jobs, and experience reduced mental health compared to female teachers.*

The findings of present study revealed that unequivocal demographic variables moderated the significant relationships between turnover-intentions, stress and psychological well-being. Female teachers reported higher levels of emotional stability in comparison with male teachers. The finding of this study complements the literature suggesting that females may have higher emotional resilience while coping at organizational settings (Uzoigwe & Low, 2019). Furthermore, the literature related to differences between male and female teachers at work related stress and well-being remains mixed. Some previous studies suggesting that women teachers may have certain additional societal roles and responsibilities, therefore they experience higher levels of stress (Chaplain, 2008), on the other in congruent with the present study Purvanova and Muros (2010), found that emotional stability is higher among females.

*H3: Teachers with professional qualifications are likely to endure lower levels of stress, have reduced intentions to leave their positions, and experience better psychological well-being compared to teachers lacking professional qualifications.*

The findings provided support for the hypothesis that higher professional qualifications are associated with lower job stress, higher well-being, and lower turnover intention among teachers (Table 3). Specifically, teachers with M.Ed. and B.Ed. qualifications reported significantly lower job stress, higher well-being, and lower turnover intention compared to those without teaching qualifications. This aligns with the notion that advanced education and training can equip teachers with better coping strategies and increase job satisfaction (Surienty et al., 2013). It is important to note that some research suggests professional qualifications may have a minimal impact on turnover intentions, which could be influenced more by factors like workplace relationships and personal interests (Kafumbu, 2019).

*H4: Job stress predicts the psychological well-being of secondary school teachers, with personality traits moderating the impact of stress on their well-being.*

The findings of present study as manifest in tables 4-6 support a certain extent of the hypothesis that job stress predicts the psychological well-being between secondary school teachers, furthermore the personality traits moderate the effect of stress on psychological well-being. It is evident from the findings of the study that stress at the workplace predicted negatively psychological well-being (β = -.976). None of the personality traits displayed remarkable capability for well-being suggests that other factors may have a pivotal role in deciding well-being and psychological functioning of teachers. However, the study revealed that all five personality traits (extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience) significantly influenced how job stress affects psychological well-being. In particular, higher levels of these traits reduced the adverse effects of job stress on well-being, supporting previous studies that suggest certain personality traits can shield against stress's harmful impacts (Montgomery & Rupp, 2020; Kumaranayake, 2017). This observation is consistent with the transactional model of stress and coping (Folkman, 2013), which argues that individual characteristics shape the perception and management of stress. Additionally, the study found that out of five four personality traits from big-five personality traits; extraversion, conscientiousness, agreeableness, and openness to experience moderated the link between job stress and the intention to leave one's job. Teachers scoring high on these personality traits reduced the positive association between stress at the workplace and turnover intentions. In contrast, teachers scoring high on emotional stability intensifies the positive relationship between stress and turnover intentions.

Research by Ariyabuddhiphongs & Marican (2015), mentions that different personality traits have different effects on turnover intentions, with extroverts and agreeable people having more positive perceptions about their work, lesser stress and lesser turnover intentions. In contrast, introverts have more stress and more turnover intentions. Conscientiousness and extraversion teachers are well-organized, orderly, punctual, success-oriented, and reliable (Barrick & Mount, 1991). These personalities may be referred to as dutiful (Erdheim et al., 2006). Teachers with these personality traits tend to do what is expected of them to accomplish work and show powerful interaction with students. Hence, these traits unavoidably lower their intentions to quit their jobs. The findings of other studies suggest that there are numerous predictors of turnover intentions, demographic elements, employee attitudes, employee qualification and period of job experience. The demographic elements

include age, marital status, academic qualification and experience of work (Chen & Francesco, 2000; Thatcher et al., 2002).

**Conclusion and Recommendations**

This study has provided essential empirical insights into the complex interplay between job stress, psychological well-being, turnover intentions, and the moderating role of personality traits among secondary school teachers. By recognizing the influence of personality factors and demographic elements, the research offers a strategic framework for understanding the protective and risk factors that contribute to teacher retention or attrition in the profession. These findings can guide the development of tailored interventions and policies aimed at improving teachers' work-life quality and addressing the intricate associations between job stress, psychological well-being, and turnover intentions.

Furthermore, the study not only enhances our understanding of the factors influencing teacher turnover but also provides clear directives for policy interventions. Educational administrators can significantly improve teacher retention and performance by focusing on the creation of supportive work environments that promote emotional stability and optimism. Additionally, tailoring professional development programs to bolster teachers' resilience against job-related stress can contribute to a more effective and stable educational environment in Karachi's secondary schools. This research serves as a crucial resource for policymakers and educational leaders dedicated to addressing the multifaceted challenges faced by teachers and fostering a more conducive learning environment for both educators and students.

**Recommendations**

These results indicate that work stress and the dimensions of personality have to do with psychological well-being and intention for turnover. Past researchers have shown that organizations that focus more on employees' suitable personality traits have low turnover or lay off issues (Lounsbury et al., 2003). The above study signifies that organizations should take measures before appointing employees, and organizations should take responsibility for not giving them unnecessary stress. In view of this, schooling ministers should pay attention to these dimensions if they want to reduce employees’ intention to quit their jobs. The Education Ministry needs to be more careful about teachers' level of stress as teaching is a hectic activity which demands maximum mental and spiritual commitment each day. Teachers tend to be more personally dedicated to work, given the relentless possibility of

being overwhelmed in an exceedingly intense work atmosphere without such an intimate interaction.

**Limitations**

While this study contributes significantly to research on job satisfaction and turnover intentions in schools, certain limitations should be noted. Firstly, the sample size of 244, though meeting minimum requirements, may not represent Pakistan's entire teacher population. Data collection was limited to Karachi, necessitating future studies with larger, more diverse samples across Pakistan for enhanced generalizability.

Secondly, potentially relevant variables like self-efficacy and self-esteem were not included, despite their known significance for psychological well-being. Incorporating such factors could provide a more comprehensive understanding. Moreover, the reliance on self-reported measures introduces potential biases like social desirability or recall bias, which may have influenced the results. Combining self-reports with objective measures or observational data could mitigate these biases in future research. Despite these limitations, the present study offers valuable insights and a foundation for further exploration of factors influencing teacher satisfaction, well-being, and retention.

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