

**THE EFFECT OF PROTEAN CAREER
ORIENTATION ON TEACHERS' INTENTION TO
QUIT WITH MEDIATION OF PERCEIVED
MARKETABILITY IN KARACHI**

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MARKETABILITY IN KARACHI**

by

HIRA KHAN

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Start with praising the One who is the creator of everything. My aim of learning even a single word in this life is with the purpose to know the almightiness of the creator. This thesis is in the fulfillment of the order given by Him with the word “Iqra”, which is an Arabic word means “to read”. Since He has sent the humanity on this earth to know his blessings and I believe via learning the journey of “knowing” becomes easier. The more aware a person is, the more nearer he is to the God.

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| ANER | Adjusted Net Enrolment Ratio |
| EFA | Education for All |
| EFAGMR | Education for All Global Monitoring Reports |
| KMC | Karachi Metropolitan Corporation |
| KP | Khyber Pakhtunkhwa |
| MOE | Ministry of Education |
| OOSC | Out of School Children |
| PCA | Protean Career Attitude |
| PCC | Protean Career Concept |
| PCO | Protean Career Orientation |
| PTR | Pupil Teacher Ratio |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| VUCA | Volatility, Uncertainty, Complexity and Ambiguity |

**KESAN ORIENTASI MENGUBAH KERJAYA KEATAS NIAT GURU
UNTUK BERHENTI SERTA KESAN PERANTARAAN TANGGAPAN
KEBOLEHPASARAN**

ABSTRAK

Kajian ini menyerlahkan kemunculan konsep kerjaya baru, yang hampir tidak diperkenalkan dalam konteks Pakistan dan juga taklimat tentang keadaan pendidikan sektor pendidikan rendah swasta di Karachi. Daerah ini mempunyai enrolmen tertinggi di sekolah rendah swasta berbanding 22 daerah di wilayah Sindh, Pakistan. Tujuan untuk mempelajari niat untuk berhenti di kalangan guru adalah peningkatan yang tidak dijangka dalam tingkah laku perolehan sebenar di kalangan guru-guru sektor ini, dan beberapa penulis pasti apabila suatu fakta bahawa niat adalah antecedent segera terhadap tingkah laku sebenar. Oleh kerana sukar untuk menyiasat dari guru sebaik sahaja mereka meninggalkan organisasi, maka niat untuk berhenti sebaliknya agak menyokong dalam meneliti masalah sebenar perilaku guru. Orientasi kerjaya yang berubah-ubah di kalangan guru adalah salah satu sebab untuk bergantung kepada pilihan mereka (seperti nilai kerja mereka) dan mereka cenderung lebih berorientasikan diri sekarang. Pendidikan, bahagian penting kehidupan seseorang berada di tangan guru. Dalam sektor pendidikan di Pakistan, pendidikan merupakan masalah yang paling serius disebabkan penduduk yang besar terutama dalam sektor utama. Kajian ini menumpukan kepada 274 guru utama swasta Karachi sebagai sampel untuk mengkaji kesan orientasi kerjaya protean (minda kerjaya bebas) atas niat mereka untuk berhenti melalui kesan mediasi persepsi tentang pemasaran dalaman dan luaran mereka. Kajian ini dijalankan di bawah spektrum teori rangsangan-organisma-respon.

Data yang dikumpul oleh kaedah tinjauan dianalisis oleh Smart PLS3-SEM. Keputusan telah menunjukkan hubungan signifikan antara pembolehubah dan semua hipotesis diterima kecuali H5. Hasilnya menunjukkan konseptualisasi yang luar biasa dan jelas mengenai kesan orientasi kerjaya protean terhadap pembolehubah bergantung. Penemuan ini mempunyai ruang lingkup yang lebih besar dan penting dalam perspektif ekonomi, masyarakat dan psikologi.

**THE EFFECT OF PROTEAN CAREER ORIENTATION ON TEACHERS’
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ABSTRACT

This study highlights the emergence of a new concept of career, which is hardly introduced in the Pakistani context and also briefs about the educational conditions of the private primary education sector of Karachi. This district has the highest enrolment in private primary schools in comparison to other 22 districts of Sindh province, Pakistan. The purpose for studying intention to quit amongst teachers is an unforeseen upsurge in actual turnover behaviour among teachers of this sector, and several authors are certain upon a fact that intention is an instant antecedent of actual behaviour. Since it is difficult to investigate from the teachers once they leave the organization, so intention to quit seems quite supportive in scrutinizing the actual problem of teachers’ turnover behaviour. The changing orientations of career mindsets among teachers are one of the reasons for being dependent on their choices (as per their work values) and they tend to be more self-directed by now. Education, an essential part of anyone’s life is in the hands of teachers. In the educational sector of Pakistan, the education is the most serious concern due to huge population especially in primary sector. This study focused on 274 private primary teachers of Karachi as the sample to investigate the effects of protean career orientation (an independent career mindset) on the their intention to quit via mediating effects of the perception about their internal and external marketability. The study was conducted under the spectrum of stimulus-organism-response theory. The data was gathered by the survey method being analysed by the

Smart PLS3-SEM. The results have shown the significant relationship between the variables and all the hypotheses were accepted except H5. The results showed a remarkable and clear conceptualization about the effects of protean career orientation on the dependent variables. These findings have greater scope and significance in the perspectives of economy, society and psychology.

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Since decades the researchers claim the only certain thing about the future is that it will never be same, it will be different in anyway (Piercy, Cravens & Lane, 2010). Due to the globalization, there is a swift pace of change in the economy and the revolution in technology and communication has forced the people to undergo a series of huge transformation and adopt the critical changes in their life which particularly involves their work structure (Matsuyama, 2019; Park, 2009; Nicholson, 1996). These macro-environmental pressures have put a considerable impact on employees and their work adjustments (Postolache, Vasilache & Nastase, 2019; Burke & Ng, 2006).

In understanding the employees and their workplace, these transformations have shown a persistent change in peoples' attitude in their workplace (Weng & McElroy, 2012; Weng, McElroy, Morrow, & Liu, 2010). With specific to peoples' attitudes, DiRenzo and Greenhaus (2011) has pointed out that the structural labor market changes have started creating an influence on an individual's attitudes since the late 20th century. These individuals now seek more control over their own career progress and seek satisfaction by themselves rather than by the organization or employers (Weng & McElroy, 2012; Weng, McElroy, Morrow & Liu, (2010). Subsequently, Barley and Weickum, (2017) have also considered these changes as leading towards more frequent career transitions by individuals and to the virtual contingent work. A significant decline in traditional employment relationships and a huge rise in alternative work arrangements are also witnessed (Katz & Kruger, 2017).

Under the spectrum of social, economic and technological developments, the individuals assume the responsibility of their careers on their shoulders and plan a career pathway on their own (Li, Ngo & Cheung, 2019). The desire of people to do more in a short period has ultimately affected their lifestyles and they wanted it to be genuinely fit with their deeply held values (Friedman, 2016). Moreover, in his book, he has explained this situation as a discontent of the career by numerous employees and also argued that they have become more conscious about their career identity and their sense of control in their lives. Therefore, according to Gubler, Biemann and Herzog (2017), individuals have become more self-directed and have increased their mobility in their careers. This opposes the pre-established career notions which are known as “old, traditional, bureaucratic and organizational” career concepts, where the responsibility of individual’s career is on the organization alone and low mobility is characterized (Gubler, Biemann & Herzog, 2017).

This shift of the career mindsets and this particular orientation among individuals regarding their career (where they feel, care and bear the responsibility of their career by own) is known as the “protean career orientation” (Hall, 1996; Hall, 2004; Briscoe, Henagan, Burton & Murphy, 2012). However, presently there are a multitude of models explaining the contemporary career theories i-e boundaryless career orientation and protean career orientation, but the protean career is widespread and being practiced and acknowledged (Arthur & Rousseau, 1996). Therefore, this study focused on the understanding of protean career orientations of private primary teachers through the lens of their motives.

According to Hall Tim Douglas, who is the pioneer of the notion, protean career orientation is a process in which the individual manages his/her career rather organizations plan their careers. He quotes this orientation as “protean career is not

what happens to the person's career in any one organization". The word "*Proteanists*" is referred to as "the individuals who have protean career mindsets and attitudes" (Hall & Chandler, 2005). This unifying and designated elements in the life of the proteanist employee are personal career choices for the search of self-fulfilment inside out. Until now, researchers have conclusively explained protean career as an orientation more focused on the individual than by the organization (Hall, Yip & Doiron, (2018). Earlier in 1996, Hall explained that the individual's career path to the top is now replaced the path with the heart. The path of the heart leads to the "psychological success", which can be achieved by the feeling of pride and personal accomplishments caused by a firm belief that proteanist has done his/her personal best at the workplace (Hall & Marvis, 1996).

Embedded on Protean Career Concept (PCC), Protean Career Orientation (PCO) refers to an individual's meaning and definition of a successful career. It involves individual's course of action to achieve criteria of that successful career (DiRenzo & Greenhaus, 2011) and individual's motivation to adapt the changing labor market environment (Hall, 2002; Hall & Chandler, 2005). Therefore, Hall (1996) emphasized protean career orientation as a self-driven orientation rather than what the organizations demands and constraints. However, an inconsistent behaviour prominent among the protean individuals (Briscoe, Henagan, Burton & Murphy, 2012); Hall & Mirvis, 1995).

Protean career orientation can be characterized into two important dimensions. First, the self-directed and second the intrinsic work values. These dimensions are determined by the Hall's (2004) definition as "one in which the person, not the organization, is in-charge" (self-direction) and where "the core values are freedom and growth" (Intrinsic values). Self-direction refers to an extent to which people become

independent from external control or influence and assumes their responsibility for their respective careers (Briscoe, 2006, Hall & Mirvis, 1995).

Since the economic, societal and technological changes in environment have an influence on individuals' attitudes towards their careers (Gunz, Mayrhofer, & Tolbert, 2011) and individuals assume themselves more responsible towards their career. This orientation is supported by two important ingredients such as self-direction and being value driven which makes individual architect of their own careers (Hall, 2006). In pursuit of achieving the psychological success in the career, the literature showed that the protean career has natural linkages with outcomes such as turnover intention and organizational commitment (Arnold & Cohen, 2008; Gerber, Wittekind, Grote, & Staffebach, 2009; Tams & Arthur, 2010). In one of the few longitudinal studies of the PCO construct, Supeli and Creed (2016) found that PCO was related to a decrease in job satisfaction and organizational commitment over time, and an increase in intention to quit. This was explained in the context of the cultural and organizational values of the Malaysian samples, which may not have supported the needs of the employees to develop and grow using their self-direction and work values orientation (Supeli & Creed 2016). Similarly, Granrose and Baccili (2006) found that protean career and violations of the psychological contract were linked to higher intentions to quit. Furthermore, Baruch (2014) hypothesized that according to the person values fit theory, employees with high PCO should be more satisfied in a protean environment.

Since the individual behaviour is largely dependent on the objective and subjective career success factors (Hall, 2006), this study has an exclusive focus on concept such as perceived internal and external marketability as a mediator to intention-to-quit among private primary teachers. In the context of protean career

orientation (PCO), employees have to develop their skills which can improve their employability (Briscoe, 2006). The term employability refers to the “employ” and their “ability” to get employed in any organization (Bennett, Knight, Divan & Bell, 2019). Employability of an individual can be increased by increasing their internal and external marketability (Spurk, Kauffeld, Meinecke & Ebner, 2016). The internal marketability of an employee can be explained as the extent to which employees have skills that are valued by their current employers, whereas the external marketability refers to the skills that are valued by outside employers (Mäkelä, Suutari, Brewster, Dickmann, & Tornikoski, 2016).

It can be suggested to employees with protean career orientation for maintaining social contacts because they might be helpful in garnering information about job opportunities in the organizations and outside the organizations (Stauffer, Abessolo, Zecca, & Rossier, 2019). Particularly these connections should include their respective organizations and labor market, for instance if in education sector so one should maintain their connections with other teachers so that they may easily be updated about opportunities (Hall, Yip & Doiron, 2018). According to Eby, Butts and Lockwood (2003), the social network of employees has a greater influence on the critical success factor in the protean career. As the employee usually use social networks for gathering information of their career relevant and not the information beneficial for organization or an employer-relevant information (Osburg, Yoganathan, Bartikowski, Liu, & Strack, 2018; DeFillippi & Arthur, 1994).

According to De Cuyper, Raeder, Van der Heijden and Wittekind (2012) and Eby, Butts, and Lockwood (2003), the people with higher perceived internal marketability tends to believe that they are currently performing good in current job. Moreover, once an employee has this essence of psychological success, they try their

hard to maintain their current job (De Cuyper, Raeder, Van der Heijden & Wittekind, 2012). However, it works opposite with employees with higher perceived external marketability when they become confident that their work is worth it, and they contribute in the labor market. Therefore, in response they do not maintain their current employment (Eby, Butts, & Lockwood, 2003; De Cuyper, Raeder, Van der Heijden & Wittekind (2012). Therefore, protean career seems to clear the road towards to achieve their psychological success in terms of their current organization values their skills and performance and also when they think they can have a better role or performance in other organizations. In both situations, the employees are ready to fly to achieve their internal happiness driven by values which often leads to transition (Hall, Yip & Doiron, 2018).

Therefore, researchers have established a link of individuals' career orientation and intention to quit job in order to achieve their psychological success (Gerber, Wittekind, Grote, & Staffelbach, 2009). Thus, this has explained that individuals with a protean career mind-set have been more towards seeking to drive their own life, career development and progress in that career pathway. According to Hall, (1996) proteanists are found to have attributes engraved in them such as they accept personal responsibility for their lives. In addition to that, they are autonomous in nature, they value continuous learning, they set their own goals and criteria for success and lastly, they are interested in their own identity growth (Hall, Yip & Doiron, 2018).

Considering the contemporary career mindsets of employees in the current labor market, a focus of point should be narrowed down to any particular sector, on which these concepts can be further discussed and can provide a detailed application of these constructs. The education sector worldwide is usually divided on the basis of class, cost, income, wealth, curricula, geography, medium of instruction, and gender

(Ali, Shah, Sohoo & Tagar, 2020). These differences manifest themselves in differentials such as access, dropouts and in the quality of education that is being imparted.

1.1.1 Overview of Private Primary Education in Pakistan

Since Pakistan came into being on 14th August 1947, government stands committed to raise the literacy up to 100 percent in the country by providing free compulsory education to all children in Pakistan (Education & Literacy Department, 2018) in order to bring advancement and prosperity in the economy. As mentioned in the previous chapter, on a brief note, education system of Pakistan consists of two main sectors such as private education sector and public education sector, and both of these sectors are further divided in the various levels as, pre-primary, primary, middle, higher secondary, inter colleges, degree colleges and then universities (National Education Survey, 2017).

Following are the key education indicator in table 1.1 by which the performance of the sector can be evaluated. This table below shows the comparison of recent three years of performance of primary education level of Pakistan.

Table 1.1

Key Education Indicators of Pakistan's Primary Education Sector.

| Primary Level | 2013-14 | 2014-15 | 2015-16 |
|---|----------------|----------------|----------------|
| Total Educational Institutions in Primary level | 145,491 | 147,228 | 145,829 |
| Educational institutions in private primary level | 17,621 | 19,399 | 20,256 |
| Total Teachers in Primary level | 4 05,652 | 409,496 | 422,797 |
| Teachers in Private primary level | 87,543 | 94,870 | 98,236 |
| Total Enrolment in Primary schools | 17,869,859 | 18,368,810 | 18,751,995 |
| Enrolment in Private Primary schools | 6,535,985 | 7,011,911 | 7,290,919 |
| Out of School Children (OOSC) at primary level | 6,162,549 | 6,078,894 | 5,025,968 |
| Survival Rate to Grade-5 | 67% | 69% | 66% |
| Adjusted Net Enrolment Ratio (ANER) – Primary Classes: 1-5 and Age Group: 5 to 9+ | 72% | 72% | 77% |
| Literacy Rate (Age 10 years and older) | 58% | 58% | 60% |

1.Public and Private Sector Data is included

2.UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate to Grade-V

Source:

i. Pakistan education statistics 2015-16, AEPM, Ministry of federal education and professional training, Islamabad

ii. Population Projection 2005-2025, NIPS

iii. Pakistan Education Statistics 2013-14, AEPAM, Ministry of Federal Education and Professional Training, Islamabad

There are important reasons for choosing this sector. In Pakistan education system the private sector facilitates more than 12 million students (UNESCO, 2018). Worldwide, the government education sector usually covers the highest ratios of students but in the education system of Pakistan, the private sector covers 31% of the sector (Sohoo, Ali, Tagar & Bijarni, 2020). Over the past few years, data has shown

that private provision of education has become a significant phenomenon in Pakistan both in urban as well as rural areas (Andrabi, Das & Khwaja, 2002).

Pakistan's education is in the growing dominance of private schools, the reason is that comparatively, public schools are not providing appropriate consideration to the quality of education (Andrabi, Das & Khwaja, 2006). Moreover, there is also the lack of accountability and at the other side, private sector is fulfilling the level of quality of education and giving enough of consideration to the education and is proven to be presenting outclass results in form of talent in students of Pakistan (Sohoo, Ali, Tagar & Bijarni, 2020).

Moreover, in private schools terminate teacher on the basis of not meeting the eligibility criteria is a normal practice. If the administration find that the teacher is not well-qualified so in no time, they ask them to leave the organization (Andrabi, Das, & Khwaja, 2002). Which in terms of the perceived internal marketability, teachers do not feel themselves important for the schools and it lowers the perceived internal marketability. In a comparison on private versus public quality of education. In addition to that, Andrabi, Das and Khwaja (2002) explains that in public sector the increment in salary is on seniority basis rather on knowledge or qualification, which results in an irresponsible administrator is designated the higher post. In the direct contrast with private schools, teachers in private schools are promoted on knowledge basis and they have higher competition (Andrabi, 2002) which can be relatable with the teachers' intrinsic work values as whether they really want to work in an environment of learning and bringing up their knowledge to compete.

One of the foremost reasons in quality of private school teachers is that usually, most of them are women, who need work and then decide to teach in the small rooms of schools (Andrabi, Das & Khwaja, 2006). They have potential to be victorious in

providing quality education in the economy and may create much competition of talent among students. This is why most of parents in Pakistan trust on private schools rather sending their child to any public school (Javeed, 2020). However, Pakistan Education Statistics, (2015-2016) reports an acute decline in teachers' statistics in schools and has reported 10 percent decline in primary schools, due to the non-availability of teachers apparently. This non-availability is usually not because the of lacking in hiring, but the duty teachers are not attending the classes and delivering to the students (Burki, 2005).

The primary sector is considered to be performing less than other sectors due to the largest population of primary age children (Javeed, 2020). Even another alarming situation is that this education sector is having 5.03 million children "Out of School" of primary school going age. The acute shortage/non-availability of primary teachers have led severe problems and consequences in the economy (Pakistan Education Statistics, 20015-16).

In the province of "Sindh" which is the second most populated province in Pakistan, the management in the education system is one of the core problems in the downfall of education quality (Aziz, Bloom, Humair, Jimenez, Rosenberg & Sathar, 2014). It lowers the teaching and learning terms in the area especially in the rural area, as in the education in the private schools shows the stark difference in private versus public schools' results. Moreover, Andrabi Das and Khwaja (2006) confirms the huge discrimination among private versus public schools which ultimately affects the quality of education. As the growing share of private sector in number of educational institutions, national workforce of teachers and enrolment especially (Khan, 2019).

This study discusses the constructs in terms of the teachers of the private primary school teachers of the "Karachi" which is the city known as "city of lights",

the capital of Sindh province of Pakistan. Providing the brief introduction about this city defines the reasons for why particularly focusing on this city and her teachers. Karachi is culturally, politically, economically strong in position and an educational hub with largest port of the country (Ahmad, & Tariq, 2019) located on the coast of the Arabian Sea. The metropolitan area along with its suburbs comprises the world's second most populated city, spread over 3,530 square kilometers. Residents and those born in the city are called "Karachiites". One of the major reasons studying on particularly this city is its dense population of primary school-age children (Ali, Iqbal, Amin, & Malik, 2015).

Karachi Metropolitan Corporation (KMC) and world urbanization prospects shows the population of Karachi as more than 15 million people and expects it to be 18 million by 2025 (KMC, 2018). Figure 1.1(a) portrays the location of Karachi in Pakistan. Whereas in the Figure 1.1(b), the division of Karachi are shown. These divisions are Central Karachi, East Karachi, West Karachi, South Karachi, Malir Karachi and Korangi Karachi.

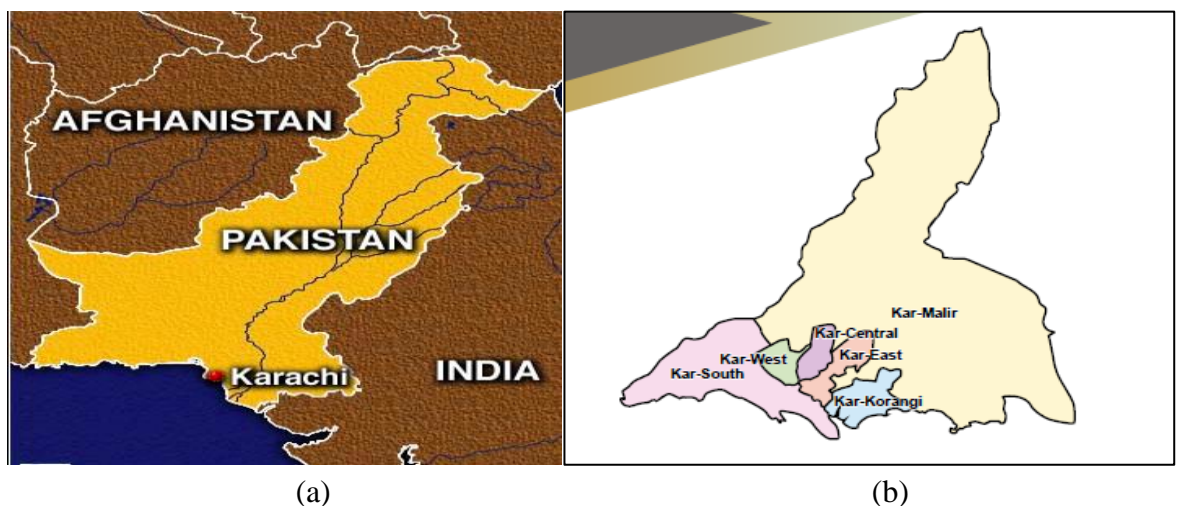


Figure 1.1. (a) Map of Islamic Republic of Pakistan (b) Map of Karachi Sub-Divisions by Sindh Education Profile 2016-17

1.2 Problem Statement

Education has to be the basic right of individuals of all ages and every citizen must be entitled to it. This is the most important element in development as an individual and as societies, which leads towards the prosperous and industrious economy (UNESCO, 2019). Government of Pakistan stands committed to universalize education and raise the literacy to 100 percent by providing free and compulsory education to all children (Education & Literacy Department, 2018) to bring advancement and prosperity in the country.

To achieve the aim of “free and compulsory education for all children”, Government of Pakistan has set-up a conventional education system. The system of education is divided into two sectors mainly, public and private. Collectively, there are 304,446 educational institutes, midst 191,065 are public and 112,381 are private (Pakistan Education Survey, 2015-16). In addition to that, there are 47,491,260 students, facilitated by 1,723,790 teachers in the country covering all education levels of instructions i.e. pre-primary, primary, middle, higher secondary, inter colleges, degree colleges and then universities (MoE, 2016).

The focus of this study is mainly “private primary education sector” which is considered to be the building block of education system and plays a crucial role in developing children identities (Agha, Syed & Mirani, 2018). In addition to that, primary sector has the highest rate of return in improvement of the economy as it possesses threefold in economic development of country (National education policy, 2017). At primary level, there are total 148,085 schools in the country, among them 20,256 schools are to be found as private and the rest 127,829 schools are public. (Pakistan Economic Survey, 2015-16).

Despite governmental measures to surmount nation’s illiteracy, the “non-

availability of teachers” is identified as major constraint in attaining the mission of “free and compulsory education for all children” (Pakistan Education Statistics, 2015-2016). Since education plays a central role and a powerful tool for bringing transformation in the society which cannot be gainsaid. Every education system can only work better when they have well-qualified and passionate teachers who provides hands-on-schooling (Bullock, Stanyon, Glaser& Chou, 2019). Therefore, the teacher is an important asset in the whole educational setup and the profession is also considered as the noble and critical to uplift the economies and transforming the lives of the people in the community (Woods, Jeffrey, Troman, & Boyle, 2019).

Within this context, the massive shortage of teachers is reported worldwide (UNESCO, 2016), which largely affects the education and society. One of the major reasons revealed of this shortage in developing countries is teachers quitting the jobs (Høigaard, Giske, & Sundsli, 2012). Across the globe, there are 263 million children and youth out of school in which 25 million children are of primary school age who will probably never set foot in the classroom in low-income countries. According to UNESCO (2016) there are 21 million primary teachers required who quit their jobs and additional 3.4 million is required to achieve future goals terms of expansion of schools and reducing the number of children in the class to a maximum 40 (UNESCO, 2016). Even worse, by year 2025 developing countries have a need to recruit a total of 17.8 million teachers due to growing number of youths (UNESCO, 2016).

The greatest shortage of teachers is reported in Sub-Saharan and South Asian countries. In Sub-Sahara nations, there is 70 percent shortages of primary teachers (UNESCO, 2016). In this region, teachers and students are struggling with the lack of basic amenities and overcrowded classrooms. In this region the Pupil-teacher ratio (PTR) is 42. However, in Central African Republic (80), Chad (62), Ethiopia (64), and

Malawi (69) respectively which is even high. The research shows the situations is getting worse due to increase in demand of primary teachers in Pakistan, Cambodia, Central African Republic, Chad, Lesotho, Mali, Senegal and Uganda, which requires an urgent remedial action. In Pakistan, the situation is more extreme, where 73 percent children are enrolled in the school and the rest of them are still are out of school (DAWN, 2017). It is found that Pakistan is recruiting 99 teachers today for every 100 teachers recruited in 2007 and the recruitment rate must raise to approximately 6 percent per year to fulfil the current and future needs (UNESCO, 2016). But, high attrition rates of teachers, increase in school-going age population and out-pacing recruitment rates for teachers are major hindrances to combat these issues. (UNESCO, 2016).

Disappointingly, National Education Policy (2017) has also reported the situation in private primary level comparatively bad than other sectors due to the fact that there are 20,256 schools (which makes 14% only of the total Primary institutes), facilitating more than 7 million students (which makes 37% of the total number of students enrolled in primary level) with the help of only 98,236 teachers (23% of total teachers provided to the primary sector), whereas the total number of primary teachers is 422,797. (National Education Policy, 2017) which creates huge shortage of teachers to cater the needs of private primary education sector.

The private school system in Pakistan has received growing and widespread attention in recent years both in academic and policy circles. Beginning in the 1990s, there has been a boom in private schools (Amin, 2013). Using school census data from 1999/2000, Andrabi, Das, and Khwaja (2008) finds that the majority of Pakistan's 36,000 private schools were established in the 1990s were at the primary level. Using school census data from 2007/08, the Institute of Social and Policy Sciences (2010)

reports that the number of private schools has since doubled to 70,000, with particularly strong growth in schools at the middle and high levels in both rural and urban areas. Using multiple rounds of household sample survey data, Andrabi (2008) also find that private schools' share of enrolment rose markedly during the 1990s for both rich and poor households. It also included for urban and rural households, with a larger increase in the provinces of Punjab and Khyber Pakhtunkhwa (KP) than in Sindh and Baluchistan.

Apparently, the number of teachers has been increased in the private primary schools in Pakistan, but since yearly the number of students' enrolment has been increased too (UNESCO, 2016) therefore, it can be claimed the number of primary teachers is increasing with the decreasing rate. In the perspective of internal and external perceived marketability of those teachers, it is also reported that they quit job from one school to another (Boyd, Lankford, Loeb, & Wyckoff, 2005).

The acute shortage of primary teachers has led severe problems and consequences. There are 5.03 million children "Out of School" of primary school going age and this makes situation alarming for the system (Amin, 2013). In addition to that, Pakistan Education Statistics, (2015-2016) reported 10 percent decline in primary schools, apparently non-availability of teachers could be a reason. Further, Education for All Global Monitoring Reports (EFA-GMR) (2015) showed that since 2012, Pakistan is amongst the countries where "Pupil Teacher Ratio (PTR)" in primary education level is exceeding 40:1, and the PTR for private primary sector is even worse due to the higher enrolment in the sector. Along with that, due to high PTR ratio, the increase in workload on existing teachers is also reported by the researchers worldwide (Gillespie, Walsh, Winefield, Dua & Stough, 2001). Overall, World Bank (2017) ranks Pakistan as lowest performance country in the South Asia in education sectors

(Andrabi, Das, & Khwaja, 2006). Moreover, the “Education Emergency” is declared in Pakistan which means that the country has failed to achieve the previous agreements/targets of “Education for All (EFA)” by 2015 and needs urgent steps to surmount it (Tribune, 2017).

Certainly, the sufficient number of well-qualified and well-motivated teachers is essential for student learning and building up a strong economy (UNESCO, 2015). As earlier discussed that education is majorly a service sectors having high dependence on the human resources i.e. teachers (Zafar, Farooq & Quddoos, 2017). However, this profession has become blight due to increase in turnover rate in recent years as hundreds of them left and the teachers who are still in this profession faces intention for quitting this, or their performance is getting ineffectual (Dawn, 2015).

Considering the importance and shortage of teachers in the private primary education sector, this study investigated the factors that caused teachers (Employees) intending to leave the school (organization). There have been several researches published in Pakistan on the intention for quitting the teaching profession among the academics in private sector in the last 10 years (Hafeez, 2019; Pervaiz, Ali & Asif, 2019; Habib, Mukhtar & Jamal, 2010; Rasheed, Aslam & Sarwar, 2010). However, there have been no studies related to the teachers of primary private sector with regard to the effects of protean career orientation among teachers and its outcomes. Most of the studies dealt with higher education level or university level teachers. Therefore, the current study’s findings have provided the researchers with an insight into career of teachers, their mindsets and intention towards career pathway with regard to the orientation of “new career”, the protean career.

It is widely recognized fact and a notable cause that there is massive primary teacher shortage in terms of “increasing with decreasing rate” and the teacher

withdrawal from the jobs (Pakistan Education Statistics, 2015-16). As this study has the exclusive focus on examining the quitting intention of private primary school teachers in Pakistan. This study aims to examine the impact of protean career orientation through investigating the mediating effects of perceived internal and external marketability to predict the intention-to-quit among private primary teachers of Pakistan.

Since the rapid pace of change in technological improvements and globalization in the work environment, the change leads towards the more frequent career transitions as well as virtual contingent work among employees (Barley & Weickum, 2017) and there is significant decline in the traditional employment relationships and also rise in the alternative work arrangements (Katz and Kruger, 2017). Therefore, this study investigated the mindsets of primary private teachers to overcome the issue of teachers' shortage along with the emergence of career concept.

1.3 Research Questions

The research model in this study shows the various direct and indirect effects. These effects are also known as causal relationships. The relationships used to support the present study are given in the questions below:

1. Does protean career orientation (self-directed and intrinsic work values) has relationship with perceived internal marketability?
2. Does protean career orientation (self-directed and intrinsic work values) has relationship with perceived external marketability
3. Does perceived internal marketability has relationship with intention-to-quit?
4. Does perceived external marketability has relationship with intention-to-quit?
5. Does perceived internal marketability of mediates the relationship between

protean career orientation (self-direct and intrinsic work values) and intention to quit?

6. Does perceived external marketability mediate the relationship between protean career orientation (self-direct and intrinsic work values) and intention to quit?

1.4 Objectives of the Study

In order to understand the relationships that exist between the variables, the following research objectives were formulated:

1. To determine the relationship of protean career orientation (self-directed and intrinsic work values) with perceived internal marketability.
2. To determine the relationship of protean career orientation (self-directed and intrinsic work values) with perceived external marketability.
3. To define the relation of internal marketability with intention-to-quit.
4. To know the relation of external marketability with Intention-to-quit.
5. To analyze the mediation of perceived internal marketability between protean career orientation (self-direct and intrinsic work values) and intention to quit?
6. To check the mediation of perceived external marketability between protean career orientation (self-direct and intrinsic work values) and intention to quit?

1.5 Scope of the Study

The scope of this study quite extended as it lies under the umbrella of social, economic and psychological perspectives. The study has potential to discuss the elements of education, management, psychology and economics. Each of the perspective is defined separately in the further discussion.

Firstly, in the educational perspective, this study is focused on private primary education sector of Karachi, because of numerous reports published on the teachers increase in the declining rate, for instance the most recent one is “National Education Policy (2017)” claiming the worst performance of private primary level in comparison with other educational levels. The reason usually highlighted is due to the severe shortage of teachers (the increase in declining rate) in schools (Nadeem, Rana, Lone, Maqbool, Naz & Akhtar, 2011). Meanwhile in such circumstances there is a dire need to investigate the reasons of teachers’ actual turnover (Khan & Aziz, 2013). As researchers impose that when an employee quit his/her job, there is little chance of gaining access to him/her to investigate their prior situations and analyze reasons for such behaviour, so intentions are the most immediate determinants of actual behaviour (Igarria & Greenhaus, 1992; Ajzen, 1980).

The central question to be examined in this study is what triggers teachers of this sector to think about quitting their job. Sometimes even the teaching profession in Karachi, one of largely populated cities of Pakistan, which eventually in the short run as well as in long run affects the education sector of the country. Since education is the pillar of an economy so this study intends to give insights about a basic problem which is teachers’ turnover.

Secondly, in the managerial perspective this study investigates about the presence of an emerging career concept, protean career orientation among those teachers, and its impact be the reason for teachers leaving their jobs frequently. This study is further expanded upon the question to be asked is the mediating effect of Internal and external perceived marketability on protean career orientation among these teachers. More specifically in this study, the constructs such as Protean career orientation along with its dimensions (self-directed protean career and intrinsic value

protean career), perceived internal and external marketability and intention to quit are discussed in detail.

Thirdly, in the psychological perspective, this study has highlighted on the extension of SOR (stimulus-organism-response) theory, in the context of organizational behaviour and social psychology. The variables in this study are studied under the spectrum of SOR theory and the cause and effect of these variables are to be assumed under the cause and effects of underlined theory. In one-line concept of this study, it concluded the SOR theory as when the teachers are found with higher protean career orientation as a stimulus with the mediation of organism which is perception of their internal and external marketability, this leads them towards higher or lower intention to quit their job in schools which is termed as the response of an employee after stimulus and organism effects.

Lastly, in the economic perspective, this study defines the labor market conditions. The demand and the supply of teachers in the educational market of Karachi is found to be higher since the number of schools in private sector found to be increasing. Karachi which is an economic hub of Pakistan, has the greater job market in education sector. This study has presented the statistics of number of schools, students and teachers in Karachi primary sector of education which covers the economic perspective of this market. The précised statistics gathered and presented can be helpful in pursuing the career in this particular sector. Moreover, the demand is related to the perception of the employees as if they are deemed valuable in their current organization or they are more demanded outside the organization.

1.6 Significance of the Study

This research is expected to contribute in both theoretical as well as in practical perspectives. The reasons have been elaborated further, that is why this study is significant in its own way.

1.7 Theoretical Contribution

This study contributes in theoretical perspective in a way that, to the researcher's knowledge, this study is the first to investigate about teachers' intention to quit job among private primary schools of Karachi. The research framework provided in this study can be applicable to other major cities of Pakistan, so in broader spectrum, this study contributes in highlighting one of most serious problems faced by economies these days, especially in the developing countries where almost half or more of the students' education is covered by private education sectors. Moreover, this study provides a detailed literature about Pakistan's private education sector along with statistics and its contribution in the overall education sector of the country. Along with that the current situations are explained which are apparently faced by education sector of Pakistan and how is it affecting students, parents and teachers. Hence, this study can provide researchers an idea about how to deal with private education sector of any country.

Moreover, rarer researches have been found discussing the protean career orientation among employees in any field of Pakistan, however some are published on academics but on higher education level, not primary level of education. So, this study also contributes in finding orientation of protean career in employees of Pakistan. Perceived Internal and External Marketability, despite being a reliable construct and scale, this construct is still understudied in the literature, so this study also discusses

about perceived internal marketability and perceived external marketability in detail and investigates the mediation between protean career orientation and intention to quit.

In response to that, the general sum of this study leans towards a richer theoretical understanding of what contributes to career experiences of employees and their adaptation and growth-inducing job, and how the mediation can manipulate the responses of employees' intention towards leaving or staying in the current organization. This inclusive study would also have the benefit of integrating career concept with more mainstream of organizational psychology and behaviour. This mainstream could help reverse a recent trend in which researches on careers have become more specialized and seem to be in dialogue primarily with themselves. The extensive research on protean career orientation has not been empirically tested with behavioral response and on external responses that originates the real intention at the first place. However, PCO in context with psychological success have been studies extensively (De Vos & Soens, 2008; Seibert & Kraimer, 2001; Herrmann et al., 2015).

The Government of Pakistan has financed markedly for enhancing the educational quality and has combated teachers' shortage issue in the sector. Since teachers are the most imperative asset, Government of Pakistan has launched many teaching and learning programs for teachers as well as for enhancing the capacities of schools and various other initiatives related to school improvement but sadly, this problem still subsists in the economy at the highest peak.

Therefore in these circumstances, many researchers also have provided the evidence that lack of teachers' organizational commitment toward the school has decreased the teaching quality in Pakistan (Akram, Afzal, & Ramay, 2017). The government of Pakistan also stress upon the importance of teachers' recruitment practices in public and private schools and universities for improving student learning

and teaching quality (National Education Policy, 2017).

To enhance the quality of education, the Ministry of Education, Pakistan has designed a blueprint regarding education policy, National Education Policy 2017. The fundamental objective of this national education policy is to play an effective role in establishing coordination among all federating units of the country, which has been developed in 18th post Constitutional Amendment Scenario with the consent of IPMC which proves to be a viable, sustainable and competent forum. One of the most important objectives is to progress the teachers' quality of private primary schools in Pakistan (National Education Policy, 2017). Recently, the government is targeting to build up Pakistan as a regional hub for higher studies within Asia, and without quality primary education sector in country, this is not possible.

Therefore, this study does not only focus on teacher's shortage in private primary schools of Karachi and teachers' turnover but also emphasized on the non-monetary reasons that influences teachers to leave schools. This is because a great number of teachers' intents to leave schools in Pakistan.

Besides this, the researcher focused on a proposed model for understanding the career mindsets of private primary school teachers, the presence of protean career orientation among them and does the internal and external marketability factors influences their decisions for career orientation. The findings of this study could help the Ministry of Education (MOE), specifically Government of Sindh as Karachi is the largest city of Sindh province. They can take some initiatives to promote teacher's retention rather, only recruitment of new intakes within schools. Besides that, the findings on mindsets of teachers' self-direction and intrinsic work values, policy makers can improve in understanding mindsets of their teachers and what makes them think about quitting the job.

This study gives the clear ideas to private sectors to assess or hire their teachers accordingly. In this context, this study would identify the strengths and weaknesses of their teachers' retention policy which might be influencing their increase or decrease in Teachers turnover. Results of this research work can show a route for the stakeholder for paying attention to the priorities of teachers in improving the quality of education.

The model in this study has an imperative contribution to the literature for further studies to promote interest and obtain more meaningful research using different methods that could create better knowledge in education reform efforts. From various literature, it is proven that such integration is not evident in Pakistan education. The model presented in this research can be revealed to bridge the gap in knowledge to researchers on protean career orientation in Pakistan context how school teacher's quality and ensure their followers as lifelong learners.

So conclusively, the findings of this study will sway in the society both theoretically and practically, considering teachers as the most essential asset in building strong education system. The shortage of teachers in education sector needs effective teachers to be retained in the schools as their intention to quit also affects their productivity. Thus, with the results of this research the school's management can better get a glimpse of actual problem for teacher's intention towards quitting their job. Researchers can also uncover the critical areas in understanding the mindsets of teachers handling their career by their own, which many researchers could not focus on, and the new theory for this problem may be arrived.