

Impact of Career Development on Employees' Performance: Mediating Role of Turnover Intentions in Higher Education

Mukramin Khan*¹

¹*Lecturer, Department of Public Administration, Gomal University, Dera Ismail Khan, KP, Pakistan.

Corresponding author: mukramin.irfan@gmail.com

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The career development is crucial for employees in all organizations including higher educational institutions that helps in providing opportunities for professional development in order to improve their professional values, performance and standings. The higher career development opportunities and strong performances are expected to reduce employees' apprehensions and declined the turnover intentions for ensuring the desired reputations and success in contemporary competitive situations. In order to examine the relationship between career development and employees' performance in the higher educational context, with mediating role of turnover intentions, data was collected from the teachers hailing from southern region, KP, Pakistan. The secondary data on the research issues was collected from existing literature while primary data was collected from structured questionnaire in order to analyze the data through diverse procedures to extracted the required information thereby reaching the conclusion. The results of study offer significant information in reaching the desired conclusion and making decisions about hypotheses thereby recommending some suggestions for the policy-makers and future researchers for reconsidering the research issues in a tailor-made format for desired successes.

1. Introduction

The career development has significant standing towards performance management that helps in confirming desirability to chase the institutional strategic objectives in effective manner to respect talent and abilities of employees (Sulkhanishvili & Kharadze, 2025). The career development is significant for organizations in ensuring diverse due rights of employees about their professional status that are aimed by employees in chasing the institutional tasks and goals (Akmal et al., 2024). The career development has significant consequences for employees in order to inspire their attitudes and behaviors towards institutional strategic objects for productivity and competitive advantages (Delbari et al., 2021). The career remained significant phenomenon for employees and organization in realizing the diverse strategic objectives (Junejo et al., 2025). The career development has a significant impact upon the employees' performance, contributing to professional growing, job satisfaction and success within academic institution. The career development prospects like training programs, skill-building workshops and leadership development that can motivate the employees by providing clear path for their professional developments.

The institution investments in career development boosts morale and job satisfaction, leading to improved performance. The career development initiatives enable employees to acquire novel skills and enhance existing individuals (Mark & Nzulwa, 2018). As employees becomes more proficient in roles, ability to perform tasks efficiently and effectively rallies positively impacting job performance (Khan & Siddique, 2024). The employees, perceive that institution cares about career growths are likely to practice higher satisfaction and performance. The satisfied teachers are more engaged, committed and inclined to put forth best effort in roles and responsibilities (Murtaza et al., 2024). The career growth involves staying current with institutional trends, technological spreads and changes in career requirement. The employees who regularly engage in career development activities are better equipped to adapt to changes in their roles and the overall work environment (Wirana et al., 2024). The career development helps employees to align their personal and professional goals with the goals of institution for career aspirations and institutional objectives for achieving both, leading to improved performance.

The career progress programs include opportunities for leadership training and development aimed at nurturing behaviors of concerned teachers. As teachers acquire leadership skills, they may take on responsibilities and become valuable contributors to team & organizational success (Wau & Purwanto, 2021). The turnover intentions have occupied unique standing in modern environments due to its significant role in changing

priorities of the organizations and employees in diverse situation and diverse determinations that provides guidelines for promoting loyalties in organizations in response to various institutional actions (Young & Huang, 2020). The turnover intentions begins when employees are not satisfied in the organizations due to its environmental constraints and due to availability of other employment opportunities (Ali, Lodhi, Raza & Ali, 2018). The employees always feel anxieties when their priorities are not recognized by parent organizations and when different employment chances are in clue to attaining personal objectives and satisfaction (Yang et al., 2025). The turnover intentions are more undesirable by the organizations due to brain drain and additional expenditures of employment procedures as well as processes.

The leadership in higher education institutions, including academic and administrative leaders, shapes the institutional vision, strategy, and direction as effective leadership is key to setting and achieving strategic goals, fostering positive institutional cultures and navigating external challenges (Haryanti & Zulganef, 2023). The strong leadership contributes to institution resilience and long-term sustainability as engagement with wider community including industry partners boosts the institutional external relationships (Meral, Bora & Melisa, 2018). The collaborative partnerships with community industry contribute to resource sharing, research chances and development of programs that meet real-world needs (Dacholfany et al., 2024). The teachers who see clear path for progress within organization are less likely to seek prospects elsewhere, contributing to stability in performance. The career development initiatives contribute to creating a positive work environment that offer persistent developments from different parameters toward attainments of desired success (Junejo et al., 2025). These relations boost institution relevance and sustainability in fostering diverse and inclusive environment pays to overall culture of academic institutions.

1.1 Objectives & Hypotheses

1. There is significant association between career development, turnover intentions as well as employees' performance in higher education (H_1).
2. There is a significant mediating role of turnover intentions in linking career development and employees' performance higher education (H_2).

2. Literature Review

The career development opportunities play significant role in fostering loyalty among employees. When institutions invest in growth and advancement of their workforce, it enhances employee commitment, satisfaction and dedication towards organization (Guans



et al., 2015). Thus, it helps in providing opportunities for employees to enhance skills and knowledge contributes to their professional growth (Bagdadli & Gianecchini 2019). Therefore, employees who see clear path for skill development and career advancement are likely to remain loyal to an organization that capitalizes in their continuous learning. The career development opportunities contribute to higher job satisfaction (Anees et al., 2021). The employees who feel supported in their career goals and have chance to develop their skills are more likely to be satisfied with their roles, fostering a positive attitude toward institutions (Akmal et al., 2024). Thus, the institutions that align their strategic values with career development opportunities with employees' personal and professional goals enhance organizational loyalty as when employees see that their aspirations are measured in development plans, it creates sense of alignment and commitment.

Consequently, promoting within the organization is powerful way to determine the value placed on employee development as even employees witness, colleagues being promoted based upon merit and skills, it instills confidence and loyalty in organization (Bagdad et al., 2021). The career development opportunities engage the employees in their work. When individuals see the future with growth potential, they are likely to be engaged and committed to their current roles, leading to increased organizational loyalty, and offering career development prospects is key strategy for the talent retention (Ali et al., 2023). The employees who perceive that organization is investing in their long-term development are less likely to seek prospects elsewhere, contributing to loyalty (Ding & Hong, 2025). In this linking, incorporating career development into succession planning fosters sense of continuity and commitment. The employees who see structured plan for their career progression within the organization are more likely to stay contribute to long-term success (Akmal et al., 2024). Therefore, implementing effective learning and development programs enhances organizational loyalty and ultimate commitment.

Thus, providing workshops, training sessions, and educational resources proves commitment to employees' professional growth and contributes to loyalty and coaching programs contributes to employees' career growth (Egenius et al., 2020). Having access to experienced mentors within organization fosters a supportive environment and encourages loyalties (Haryanti & Zulganef, 2023). The turnover intentions refer to employee's intention or inclination to leave their current job or organization, have significant implications for performances. The impact of turnover intentions on performance is multifaceted and can affect various aspects of workplace (Dong et al., 2024). The high turnover intentions can lead to decreased employee productivity, motivation and performance as employees who are anticipating leaving may experience reduced

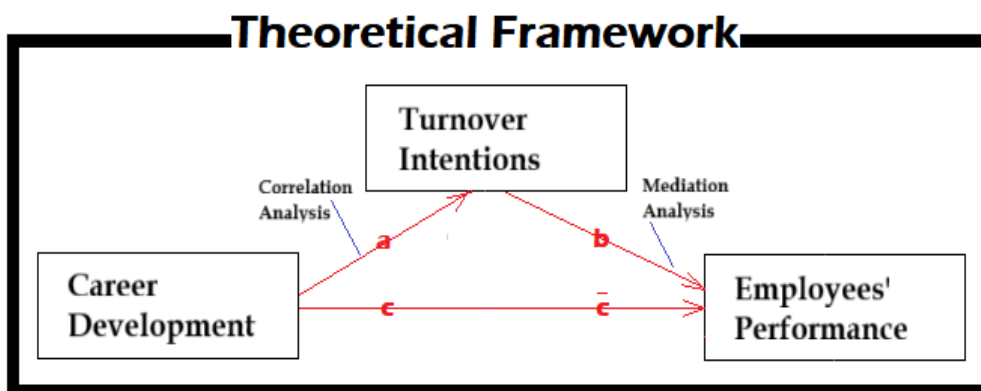
inspiration and engagement, resulting in lower task performance (Yang et al., 2025). When teachers with valuable knowledge and skills express turnover intentions or actually leave, organizations may experience loss of critical expertise as knowledge drain can create skill gaps within workforce, impacting competence of organization for reaching desired consequences.

A higher turnover rate may be perceived negatively by both current and potential employees that affecting organizational ability to attract top talent as organizations with high turnover intentions may struggle to sustain workforce stability and continuity (Carmeli & Weisberg, 2006). The lack of continuity hinders the long-term projects, disrupt strategic planning, impede achievement of organizational goals. The organizations face trials in preserving diverse workforce if demographic groups are more likely to leave due to turnover intentions (Thomas & Konig, 2010). The impact of turnover intentions on organizational performance is substantial and manifest in many ways. Addressing turnover issues requires strategic approach that includes efforts to boost employee engagement, improve workplace satisfaction, and implement retention initiatives to mitigate the negative effects upon the organizational performance (Li et al., 2019). The performance of employees across various roles within the higher education institutions is integral to their sustainability (Haryanti & Zulganef, 2023). The shared efforts of faculty, administrators, and support staff contribute toward institutional academic excellence, operational efficiency, and adaptability to change.

The well-performing workforce is vital for building a positive institutional reputation, attracting students and ensuring their behavioral transformation for long-term success and sustainability of higher institutions (Dacholfany et al., 2024). The teachers' performance is critical factor in success of educational institutions and academic achievement of students. The effectiveness of teachers directly impacts quality of education, student outcomes and reputation of institution (Tiara & Putranto, 2015). The active teachers deliver high-quality instruction, using varied & winning teaching methods to cater to diverse learning styles. The turnover intentions in higher institution, explicitly amid faculty have significant implications for functioning of academic institution understanding factors influencing turnovers and their impact is crucial for addressing retention challenges and preserving stable, productive workforce (Ali et al., 2018). The high academic workloads, coupled with pressures of research, teaching and administrative responsibilities, can contribute to stress and burnout among faculty (Anees et al., 2021). The elevated stress levels are associated with increased turnover intentions in the higher education.

The availability of career advancement opportunities plays pivotal role in turnover intentions as faculty seeking professional growth may anticipate leaving if they perceive lack of opportunities for advancement, recognition, and career development within their current institutions (Amjad et al., 2015). Consequently, gaining novel skills and achieving milestones in individual career development boosts employee confidence, as confident individuals are likely to take initiative, tackle challenges, and perform at higher in their roles. The institutions that rank career development are likely to retain top talent (Oliveira et al., 2019). When teachers feel supported in professional growth, it raises culture of continuous learning, leading to positive and collective workplace (Dacholfany et al., 2024). The engaged employees are likely to be productive and committed to their work. The employees who feel connected to institution are likely to be dedicated and contribute to its success (Sulkhanishvili & Kharadze, 2025). The career development is vital for finding and preparing diverse individuals for future leadership roles that are required for realizing various tasks and ultimate outcomes for attaining leading consequences.

Figure No 1: Theoretical Framework



3. Research Methodology

The quantitative research design was applicable in current study by using exploratory parameters containing the descriptive and inferential analysis. The survey is most efficient method to collect large amounts of data from wide range of participants (Ridenour & Newman, 2008). In line with positivist research philosophy for answering research questions, survey approach is used for data collection (Zikmund, Babin, Carrid & Griffin, 2010). This population of the study comprises (1420) teachers from selected institutions, in southern region, KP, Pakistan, where (312) sample was selected over statistical formula. Therefore, 312 questionnaires were distributed, 300 were recollected and used for data analysis. The simple random sampling was employed because it provides every member of

population an equal chance of selection, and minimizing selection bias, that ensures sample is representative of population, increases the reliability of results, and allows the use of statistical methods to generalize findings with greater accuracy towards desired conclusions (Saunders et al., 2007). The secondary data was analyzed through the argumentation process by analyzing views of experts regarding phenomena, while primary data was analyzed over statistical tools to extract the desired information (Chawla & Sondhi, 2011), for reaching conclusion. The hypotheses were related to association and mediation for finding the answers to questions.

4. Results of Study

The results provide significant information in realizing the potential relationships among career development, turnover intentions and employees' performance in higher educational context by analyzing the collected data and extracting required information for making suitable decision for hypothesized relationships amid research variables under considerations in particular context for knowledge contributions.

Table No 1: Descriptive Statistics

	N	MIN	MAX	Mean	SD
Career Development	300	1.70	4.70	3.3730	.67510
Turnover Intentions	300	1.00	4.30	3.3920	.90128
Employees' Performance	300	1.63	4.70	3.3699	.61043

Table No 2: Correlation Analysis (H1)

		[1]	[2]	[3]
Career Development [1]	Pearson Correlation	1	-.033	.509**
	Sig. (2-tailed)		.568	.000
	N	300	300	300
Turnover Intentions [2]	Pearson Correlation	-.033	1	-.073
	Sig. (2-tailed)	.568		.207
	N	300	300	300
Employees' Performance [3]	Pearson Correlation	.509**	-.073	1
	Sig. (2-tailed)	.000	.207	
	N	300	300	300

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

The correlation analysis is used to examine relationships with regard to strength and direction in association among the research variables of study. In this regard, the first hypothesis was about hypothesized association as examined through the correlation

procedure. The results revealed valuable information about the desired association likewise career development and employees' performance ($R = .509$ & $P = .000$), career development and turnover intentions ($R = -.033$ & $P = .568$) and turnover intentions and employees' performance ($R = -.073$ & $P = .000$). These results offered informative clues about association amid research variables and first hypothesis about the association was accepted.

Table No 3: Model Summary (Path-a) (H2)

R	R Square	MSE	F	df1	df2	p
.0331	.0011	.8141	.3483	1.0000	298.0000	.5555

Table No 4: Coefficients of Regression (Path-a) (H2)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	3.5409	.2531	13.9896	.0000	3.0428	4.0390
Career Development	-.0441	.0748	-.5902	.5555	-.1913	.1030

Predicting Variable: Career Development

Criterion Variable: Turnover Intentions

Table No 5; Model Summary (Path- b & c) (H2)

R	R Square	MSE	F	df1	df2	p
.5117	.2619	.2769	40.9953	2.0000	297.0000	.0000

Table No 6: Coefficients of Regression (Path- b & c) (H2)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.9537	.2289	8.5353	.0000	1.5032	2.4041
Career Development	.4582	.0520	8.8047	.0491	-.1045	.0282
Turnover Intentions	-.0381	.0337	-1.1306	.2591	-.1045	.0282

Predicting Variable: Career Development, Turnover Intentions

Criterion Variable: Employees' Performance

Table No 7: Model Summary (Path-c) (H2)

R	R Square	MSE	F	df1	df2	p
.5086	.2587	.2772	77.2274	1.0000	298.0000	.0000

Table No 8: Coefficients of Regression (Path-c) (H2)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.8187	.1872	9.7132	.0000	1.4502	2.1872
Career Development	.4799	.0523	8.7879	.0000	.3569	.5629

Predicting Variable: Career Development

Criterion Variable: Employees' Performance

The mediation procedure offers important information about the hypothesized relationship in examining mediating role of turnover intentions in linking career development and employees' performance. The results through different paths provide significant information wherein path-a revealed that 00.11% changes occurred in turnover intentions due to career development with significant impact ($\beta = -.0441$ & P-value = .5555), paths (b & c) revealed that there is 26.19% change in criterion variable (employees' performance) is due to predictor (career development) and mediator (turnover intentions). The coefficient of regression revealed the significance of the variables in predicting employees' performance like career development ($\beta = .4582$ & P-value = .000) and turnover intentions ($\beta = -.0381$ & P-value = .0491) that provides the clues for further mediation procedure.

The fourth mediation path revealed direct relationship between predictor and mediator wherein 25.87% variance occurred in criterion variable (employees' performance) due to the predicting variable (career development). The coefficient of regression revealed that career development has a significant impact on employees' performance ($\beta = .4799$ & P-value = .000). Thus, all the paths have provided significant information in deciding whether it is partial mediation or full mediation. The reduction in coefficient value from (.4799) in direct relationship to (.4582) in the indirect relationship, whereas p-values remained significant, confirmed that turnover intentions partially mediated the relationship between career development and employees' performance. Consequently, from mediation results and outcomes, hypothesis about mediation is partially accepted in the study.

4.1 Discussion

The career development is dynamic and lifelong process that involves continuous acquisition of skills, knowledge, and experiences to enhance one's career and personal fulfillment. It includes various stages and activities aimed at helping individuals explore, plan, and manage their careers efficiently (Mark & Nzulwa, 2018). The career development concept has evolved over time that focus was often upon career excellent and leadership. Still, as societal and economic structures changed, sympathetic of career

growth expanded to include lifelong learning, skill expansion and adaptability towards change (Delbari, Rajaipour & Abedini, 2021). The theories inducing career growth was different approaches that considered talent as leading phenomenon (Akmal, Masriah & Supratikta, 2024). This theory stressed the matching of individual traits with requirements of specific occupations, laying foundation for professional guidance and facilitated over counseling and coaching practices (Junejo, Jiskani & Lashari, 2025). The researchers use various assessment tools, counseling practices and coaching methodologies to guide individuals in making informed career decisions. Thus, institutions, government agencies and employers play role in supporting the career development.

The programs, workshops and resources are provided to help the individuals in exploring career options, develop skills, and direct career paths effectively. The contextual developments reflect evolution from early theories focusing upon vocational guidance to modern, dynamic viewpoints that consider complexities of modern work environment (Wau & Purwanto, 2021). It includes psychological, social, organizational aspects, accenting status of constant learnings and flexibility over individuals' career voyage (Ali, Marwan & Mujeeb, 2023). The career development inspires interdisciplinary collaboration as teachers who engage in collaborative projects with colleagues from different disciplines contribute towards holistic educational experiences for students and expand their own knowledge base (Dacholfany, Suseno, Syofyan & Fadli, 2024). The prospects provided over career development, like participation in shared research projects, help teachers build professional networks (Sulkhanish & Kharadze, 2025). This networking fosters teamwork, exposure to diverse perspectives and exchange of ideas, enhancing their research and teaching skills, career development involves mentorship programs pairing experienced faculty with newer or junior colleagues.

The high turnover intentions may hinder the organizational ability to adapt towards changes and innovate as stable workforce is better positioned to embrace new challenges and contribute to continuous improvement. The persistent turnover intentions may impede the organization agility and responsiveness (Young & Huang, 2020). The turnovers are linked to lower engagement and commitment. A disengaged workforce is less likely to invest discretionary effort in their work, impacting overall performance and hindering the achievement of sustainable development goals (Meral, Bora & Melisa, 2018). The frequent turnover intentions create challenges in succession planning as organizations may struggle to identify and prepare successors for key roles, leading to talent gaps and lack of continuity in leadership that can negatively impact long-term performance (Haryanti & Zulganef, 2023). Addressing turnovers within context of talent management needs holistic approach that considers factors contributing to dissatisfaction and takes proactive steps to

boost employees' engagement (Sulkhanishvili & Kharadze, 2025). Thus, institutions can better position themselves to attract, develop, and retain top talent, aligning their skills with goals over active talent strategies.

The institutions set strategic goals and objects for success while frequent turnovers may impede success by disrupting continuity constancy needed to implement strategic initiatives successfully (Ali, Lodhi, Raza & Ali, 2018). Thus, high turnover intentions may indicate challenges in change management, as employees may resist or struggle to adapt to organizational shifts, turnover lead to periods of the decreased productivity as new employees get acclimated to their roles (Anees, Heidler, Cavaliere & Nordin, 2021). The turnover intentions in workplace are influenced by a variety of the attributes and dimensions that reflect the attitudes and perceptions of employees as understanding these factors can help organizations identify potential areas of concern and device strategies to improve retention (Dong, Tong, Yang, Wang & Zhang, 2024). The job autonomy, work-life balance, meaningful tasks, and positive relationships with colleagues and supervisors (Ding & Hong, 2025). The extent to which employees feel linked to and invested in institution. The turnover intentions can have far-reaching consequences for the institutional performance, sustainability, development and success from the different perspectives with significant roles of these phenomena.

5. Conclusion

The present study hypothesized mediating role of turnover intentions in relationship between career development, and employees' performance through the mediation process that revealed significant information in deciding on mediation. The results showed that turnover intentions significantly mediated connections amid career development and employees' performance. The main reason is that when employees are unable to find development opportunities in institutions, then they may ultimately look for other lucrative opportunities by leaving concerned institutions and joining another best available option. These results are thus supported and validated through different research studies that are conducted in different contexts and environments, including higher institutions in the developing countries. The hypothesis about association amid career development, turnover intention and employees' performance was accepted. The results showed that turnover intentions partially mediated the link between career development and employees' performance. It means that in predicting the employees' performance, turnover intentions can influence the relationships than career development as compared to employees' performance. Consequently, from meditation results, hypothesis was accepted from the analysis that leads to some recommendations.



5.1 Recommendations

1. The career development is important for the institutions in providing the opportunities to employees for expanding their competencies and expertise for realizing assigned tasks and responsibilities towards success.
2. The turnover intention is a negative phenomenon on the part of institutions as this when happened at large scale can negatively impact the institutional working format that results in additional burden on institutions.
3. The performance is leading determining factor that ensures desirability and commitment for realizing the potential outcomes based upon the employees' skills and knowledge and institutional ultimate considerations.
4. The future researchers can use different mediators or mediators for determining the direct and indirect linkages for realizing the desired outcomes thereby ensuring the institutional journey from survival to development.

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