

**IMPACT OF HRM PRACTICES TOWARD
TURNOVER INTENTION AMONG
ACADEMICIANS OF PUBLIC UNIVERSITIES OF
SINDH, PAKISTAN: THE ROLES OF WORK
ENGAGEMENT AND ORGANIZATIONAL
POLITICS**

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UNIVERSITI SAINS MALAYSIA

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by

LATA

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CE	Cognitive Engagement
CMV	Common Method Variance
COR	Conservation of Resources
CR	Composite Reliability
EE	Emotional Engagement
HEC	Higher Education Commission
HEIs	Higher Education Institutes
HRM	Human Resources Management
HRMPs	Human Resources Management Practices
HTMT	Heterotrait-Monotrait
MEP	Motivation-enhancing Practice
OEP	Opportunity-enhancing Practice
OP	Organizational Politics
PE	Physical Engagement
PLS-SEM	Partial Least Square-Structural Equation Modelling
SEP	Skill-enhancing Practice
SET	Social Exchange Theory
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TOI	Turnover Intention

**KESAN DARI AMALAN-AMALAN PENGURUSAN SUMBER MANUSIA
TERHADAP NIAT BERHENTI KERJA DALAM KALANGAN PARA
AKADEMIK UNIVERSITI AWAM, SINDH, PAKISTAN: PERANAN
PENGLIBATAN KERJA DAN POLITIK ORGANISASI**

ABSTRAK

Kejayaan dan kemajuan sesebuah universiti bergantung kepada pasukan ahli akademik yang berkebolehan dan bertanggungjawab. Malangnya, niat untuk berhenti kerja dikalangan ahli akademik telah menjadi suatu masalah yang sangat ketara dan perlu di berikan perhatian utama untuk mencari jalan penyelesaian. Oleh itu, tujuan kajian ini adalah mengkaji niat untuk berhenti di kalangan ahli akademik di universiti-universiti awam, Sindh Pakistan. Kerangka model bagi kajian ini berlandaskan teori *Social Exchange Theory* (SET) dan teori *Conservation of Resource* (COR). Sehubungan itu, kajian ini menjalankan kajiselidik terhadap kesan amalan Pengurusan Sumber Manusia terhadap niat untuk berhenti di kalangan ahli akademik di universiti awam Sindh Pakistan melalui peranan pengantara mediasi terhadap penglibatan fizikal, kognitif dan emosi. Di samping itu, peranan moderator organisasi politik juga diteliti dalam kerangka kajian ini. Sejumlah 307 data dikutip daripada ahli akademik di universiti awam Sindh Pakistan yang diperolehi melalui kaedah kutipan soalselidik sendiri. Data-data yang terkumpul telah dianalisa menggunakan Statistical Package for the Social Sciences (SPSS) dan Smart PLS. Hasil dapatan kajian ini telah menunjukkan penunjuk positif yang ketara dan telah terbukti bahawa terdapat hubungkait yang kuat di antara kemahiran-peningkatan amalan dengan penglibatan fizikal, kognitif dan emosi. Di samping itu, hasil kajian juga menunjukkan bahawa hubungkait di antara dorongan-peningkatan amalan dengan penglibatan fizikal adalah

tidak signifikan, akan tetapi hubungkait di antara dorongan- peningkatan dengan penglibatan konitif dan emosi didapati sangat signifikan. Tambahan pula, hasil kajian terhadap hubungankait di antara peluang- peningkatan amalan dengan penglibatan fizikal, kognitif dan emosi di dapati sangat signifikan. Seterusnya, hubungkait di antara penglibatan fizikal dengan niat berhenti kerja di dapati tidak signifikan. Didapati juga hubungkait di antara penglibatan kognitif dengan niat berhenti kerja adalah signifikan. Manakala, hubungan di antara penglibatan emosi dengan niat untuk berhenti kerja juga didapati signifikan. Manakala penglibatan fizikal bukanlah pengantara terhadap hubungkait di antara peningkatan-kemahiran, peningkatan-dorongan dan peningkatan-peluang amalan dengan niat tamat perkhidmatan. Hasil kajian juga mendapati penglibatan kognitif adalah pengantara terhadap hubungkait peningkatan-kemahiran dan peningkatan-peluang amalan dengan niat tamat perkhidmatan. Berikutnya, didapati bahawa penglibatan kognitif bukanlah pengantara terhadap hubungkait di antara peningkatan-dorongan amalan dengan niat berhenti kerja. Penglibatan emosi didapati merupakan pengantara hubungkait di antara peningkatan-kemahiran dan peningkatan-peluang amalan dengan niat berhenti kerja. Penglibatan emosi bukanlah pengantara terhadap hubungkait di antara peningkatan-dorongan amalan dengan niat tamat perkhidmatan. Seterusnya, kesan pengantaraan organisasi politik keatas perhubungan di antara penglibatan fizikal dengan niat tamat perkhidmatan adalah signifikan. Bagaimana pun, kesan pengantaraan organisasi-organisasi politik keatas perhubungan di antara penglibatan kognitif dengan niat tamat perkhidmatan didapati tidak signifikan. Sebaliknya, kesan pengantaraan organisasi-organisasi politik keatas perhubungan di antara penglibatan emosi dengan niat tamat perkhidmatan pula didapati adalah signifikan. Kajian ini dapat memberi maklumat dan pandangan yang mendalam kepada kerajaan negara Pakistan, para-pentadbir di universiti awam Sindh,

Pakistan, para-pengamal, pembentuk polisi dan badan penguatkuasaan berkaitan bidang pendidikan terhadap faktor-faktor yang mempengaruhi niat berhenti kerja di kalangan para akademik di negara Pakistan.

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PAKISTAN: THE ROLES OF WORK ENGAGEMENT AND
ORGANIZATIONAL POLITICS**

ABSTRACT

Success and progress of the universities is contingent on the competent and engaged academicians. But now days, turnover intention among the academicians has become a significant problem that needs to be addressed and solved. Therefore, the present study aims to investigate the turnover intention among academicians working in public universities of Sindh, Pakistan. Social Exchange Theory (SET) and Conservation of Resource (COR) Theory underlie the model framework in this study. Hence, the impact of HRM practices toward turnover intention among academicians of public universities of Sindh, Pakistan through the mediating role of physical, cognitive, and emotional engagement is studied in this research. Moreover, the moderating role of organizational politics is examined in the conceptual framework. The data were gathered from 307 academicians of public universities of Sindh, Pakistan via a self-administered questionnaire. The collected data were analyzed by using Statistical Package for the Social Sciences (SPSS) and Smart PLS. The findings of this study revealed that the relationship between skill-enhancing practices and physical, cognitive, and emotional engagement were found significant positive. In addition, the relationship between motivation-enhancing practices and physical engagement was found insignificant, while the relationship between motivation-enhancing practices and cognitive and emotional engagement were found significant positive. Moreover, the relationships between opportunity-enhancing practices and

physical, cognitive, and emotional engagement were found significant positive. Furthermore, the relationship between physical engagement and turnover intention was found insignificant. The relationship between cognitive and emotional engagement with turnover intention were found significant. Moreover, the physical engagement does not mediate the relationship between skill-enhancing, motivation-enhancing, and opportunity-enhancing practices, and turnover intention. Similarly, cognitive engagement mediated the relationship between skill-enhancing and opportunity-enhancing practices, and turnover intention. The cognitive engagement does not mediate the relationship between motivation-enhancing practices and turnover intention. Additionally, the emotional engagement mediated the relationship between skill-enhancing and opportunity-enhancing practices, and turnover intention. The emotional engagement does not mediate the relationship between motivation-enhancing practices and turnover intention. Furthermore, the moderating effect of organizational politics on the relationship between physical engagement and turnover intention was found significant. The moderating effect of organizational politics on the relationship between cognitive engagement and turnover intention was found insignificant. The moderating effect of organizational politics on the relationship between emotional engagement and turnover intention was found significant. This research provides in-depth insights for the government of Pakistan, administrators of the universities of Sindh Pakistan, practitioners, policy makers and concerned authorities related to the field of education on the factors that influence turnover intention among academicians in Pakistan.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter discusses the background of the study, Pakistan education industry, followed by problem statement which highlights issues related to turnover, research objectives and research questions. Afterwards, significance of the current research is discussed, which includes theoretical and practical contribution. In the end of this chapter, definitions of key terms are provided.

1.2 Background of the Research

The success of the organizations has a direct impact on the prosperity of a nation and the country as those organizations help in employing the people and aid in the economy of the country. In this regard, education plays a pivotal role to produce highly qualified and skilled professionals to run the organizations and make the country developed. To produce highly qualified professionals, universities play a central role (Reichert, 2019).

To run these universities, well qualified and talented academicians are needed, but the last few years have been most challenging for the universities of Pakistan in retaining their talented faculty (Siddiqui & Shahid, 2010). There are several reasons such as, lack of resources, incentives, promotions and proper work environment which resulted in the quality-compromise of the institutes' performance (Ali & Khan, 2012; Hussain & Ghulam, 2017). The low performance of the institutes ultimately results in the negative impact on students' learning quality who actually are the future leaders of the organizations to aid in the country's economy (Haider, 2008).

Kaur and Mohindru (2013) indicated that workers with skills and expertise are in high demand in the global market. But now days, organizations face a shortage of skilled employees. Lobburi (2012) found that skilled workers move to other organizations because many opportunities have become available to them. They have the choices to select or reject institutions based on factors they consider most important to their jobs (Zahra, Irum, Mir, & Chishti, 2013). Employee turnover has been shown to exert its negative impact on an organization. For instance, it causes the cost for recruitment, selection, and training of a new employee, which can be up to 200% of the annual salary for the vacant position to be filled (Allen, Bryant, & Vardaman, 2010). Besides cost, organizations face loss of intangible knowledge and skills (Eckardt, Skaggs, & Youndt, 2014; Hausknecht & Holwerda, 2013; Nyberg & Ployhart, 2013), decline in operational efficiency and effectiveness (Ton & Huckman, 2008), loss of productivity (Mohr, Burgess, & Young, 2012), compromised quality of services (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013) and decrease in customer satisfaction level (Heavey, Holwerda, & Hausknecht, 2013), and failure of educational reforms (Baraldi, Kalyal, Berntson, Näswall, & Sverke, 2010). Thereby university administrators have realized that acquisition and retention of high performing academic staff is a key to producing highly capable graduates.

Many scholars have highlighted that individuals' abilities and organisational performance can be improved by implementation of proper skill, motivation, and opportunity enhancing HRM practices (Bello-Pintado, 2015; Tay, Tan, & Yahya, 2017). In the recent decades, academic literature has argued that HRM practices have received significant attention for their effects on turnover intention (Luna-Arocas & Camps, 2008). This is because of the leading challenge being faced by many human resources departments to retain their talented and committed staff. Moreover, HR is a

core strategic asset of organizations (Chahardeh & Chegini, 2015). Thus, talented academicians are fundamental driver of organizations' longevity and success.

In addition to various factors mentioned above, a strong link between skill-enhancing, motivation-enhancing and opportunity-enhancing HRM practices, work engagement and turnover intention has been documented in research work; for example, a study by Shuck et al. (2014) found a negative relationship between HRM practices and physical, cognitive and emotional engagement to turnover intention. Work engagement refers to the extent to which employees are physically, cognitively, and emotionally committed to the organization (Saks, 2006). It motivates the employees towards work which leads to high involvement, effective energy, and self-presence at work (Sonnentag, Mojza, Binnewies, & Scholl, 2008). Research shows that undermined engagement of employees may result in a toxic relationship between the employees and the management, which can further propagate turnover intention (Al Mamun & Hasan, 2017). Skill, motivation, and opportunity enhancing HRM practices also termed as "HR bundle". These practices have been evidenced for their role in an upsurge of employee abilities by increasing employee engagement (Beltrán-Martín & Bou-Llusar, 2018). Furthermore, a conceptual model presented by Lee Whittington and Galpin (2010) proposed that these practices are important drivers of employee engagement. Similarly, Halbesleben (2010) revealed a negative association of employee engagement with turnover intention. Thus, the human resource department plays an important role to overcome employees' turnover intention by improving their practices. These practices keep the employees engaged physically, cognitively, and emotionally in their work. Although work engagement has been retaining the attention of business and practitioners for multiple decades (Church & Waclawski, 2010) it has recently gained a center stage exploration in the academic

world (Church, 2011). Thus, the mediation of work engagement between the HRMPs which augment employee skills and motivation and turnover intentions could lead to deeper insights. Hence, it is worth testing the role of any mediator in such a context.

In addition to HRM practices and work engagement, organizational politics also plays an imperative role in the turnover of employees. Organizational politics commonly occurs in almost every type of organization throughout the world (Brouer, Harris, & Kacmar, 2011; Khan & Hussain, 2016). It has attracted substantial attention due to its' important role in employees' performance (Daskin & Tezer, 2012). Organizational politics is characterized by preferring self-interests over the organizational benefits (Chang, Rosen, & Levy, 2009; Witt, Kacmar, Carlson, & Zivnuska, 2002) therefore imparts devastating impact on productivity and profitability of the organization (Miller, Rutherford, & Kolodinsky, 2008). Negative influences of organizational politics result in poor job satisfaction, increased job stress (Miller et al., 2008), attitudes inclined towards negative approach (Schneider, 2016) and lower morale (Chang, Rosen, & Levy, 2009) these all consequences lead to insufficient job performance which in turn bring a deficit in return of employee investment and inefficiency in organizational services. Organizational politics is also associated with higher rates of employee turnover intention (Schneider, 2016). As with any business and non-educational organizations, universities also face the problems of employee turnover due to the negative effects of organizational politics. Turnover is affected by employee engagement, which is mainly facilitated by HRM practices, such as, skill, motivation, and opportunity. The association between HRM practices, work engagement and turnover intention in the literature has been underrepresented (Shuck et al., 2014). Additionally, the moderating role of organizational politics needs to be investigated on employees' engagement-turnover intention relationship.

Therefore, the current study aims to investigate the effect of skill-enhancing, motivation-enhancing and opportunity-enhancing practices toward turnover intention among academicians of the universities of Sindh, Pakistan with the mediating role of physical, cognitive and emotional engagement, and moderating role of organizational politics on the negative relationship between physical, cognitive and emotional engagement and turnover intention.

1.3 Education Industry in Pakistan

Pakistan, official name Islam Republic of Pakistan, is a country in South Asia. It is world sixth-most populous country with a population of 213 million people. It spans the area of 891,913 square kilometers (Bureau, 2018). It is counted in developing countries which has a great potential of becoming one of the world's largest economies in the 21st century (Grant, 2018). It consists of four provinces, those are Sindh, Punjab, Baluchistan, and Khyber Pakhtunkhwa. It also consists of two autonomous territories (Azad Jammu & Kashmir, Gilgit-Baltistan) and one federal territory (Capital Islamabad) (Govt, 2019; Wolpert, 2002). After partition in 1947, there was only one public university in Pakistan which was The Punjab University Lahore (Hoodhboy, Tahir, Saleem, & Khan, 2009; Usman, 2014). Currently there are 195 universities (both, public and private) operating in the country which are accredited by the higher education commission (HEC) Pakistan, which is the highest governing body of education system in Pakistan. Among those universities, 79 are private and 116 are public (HEC, 2018). Region and province-wise, the following numbers of universities are operating throughout the country, which is given in table 1.1.

Table 1.1

Number of Public and Private Universities in Pakistan based on the Province/Region

Province / Region	No. of Public Universities	No. of Private Universities
Punjab	38	27
Sindh	23	32
Baluchistan	7	1
Khyber Pakhtunkhwa	26	11
Azad Jamu and Kashmir	5	2
Islamabad capital territory	15	6
Gilgit	2	0

Source: Higher Education Commission of Pakistan (HEC, 2018).

According to 2016 statistics by HEC Pakistan, these universities produce total 228,617 graduates and post graduates per year (HEC, 2016). The literacy rate in Pakistan is 58% in total, among which the females constitute 46.3% and the males 70% (Bureau, 2018). In Pakistan, the higher education system is a level of education in which the students continue their education beyond secondary school and two years of college. HEC Pakistan is the governing body which maintains the higher education system. It oversees the funding, research, and quality of the teaching country wide.

1.4 Problem Statement

Pakistan is counted among developing countries which has a great potential of becoming one of the world's largest economies in the 21st century (Grant, 2018; Leghari, 2007). Education sector plays a major role to produce the qualified and skilled professionals to run various organizations, which add in the economy of a country (Saleem & Qamar, 2017). Currently, there are 195 universities (both, public and

private) operating in Pakistan. Among those 56 are operating in Sindh province. Sindh is the second largest populated province of Pakistan which hosts the second- highest number of universities after the Punjab province (HEC, 2019).

Education sector plays a major role to produce the qualified and skilled professionals to run various organizations, which add in the economy of a country (Saleem & Qamar, 2017). But these higher education institutes not performing well because of the poor HRM practices such as, inadequate recruitment, lack of resources and not providing incentives and rewards on conducting research and retaining competent workforce (Iodhi, 2012). Therefore, the quality of education in universities of Pakistan has dropped down (Jamal, 2016). The low quality of management system results in the turnover intention among the academicians (Mahesar, 2015). Therefore, the turnover intention in the educational sector of Pakistan has been reported to be higher in comparison to other sectors (Ahmed, 2018). When turnover intention is translated into action, it brings negative educational consequences for the students and the department and subsequently it also brings a significant loss in terms of decreasing in productivity and performances, quality of products and services and finance for the institute (Kim, Twombly, & Wolf-Wendel, 2012). Thus, HRM practices are being considered responsible for shaping employees' perceptions and attitudes towards continuing their jobs in the organization.

A study by Usman and Jangraiz (2015) showed 42.5% turnover rate in private sector universities of Peshawar. According to Ali (2008) turnover rate of the lecturers in private colleges of Pakistan was reported to be 60%. Another study in a public university of Khyber Pakhtunkhwa, Pakistan showed 24% turnover intention among academic staff (Khan, 2015).

Employee turnover in educational institutes of Pakistan has been studied in association with job satisfaction (Ali, 2008; Bushra, 2012; Saleem & Qamar, 2017), job involvement linked through organizational commitment, perceived alternative employment (Saleem & Qamar, 2017), personal, pull, and push factors (Shah, Fakhr, Ahmad, & Zaman, 2010), motivational factors (Ahmed et al., 2010), pay satisfaction, opportunities for learning and growth (Mubarak, Wahab, & Khan, 2012) and the organizational politics. These factors have been shown to play a central role in turnover intention (Ahmed, 2018). Beside these factors, there are some other factors which tend to induce turnover intention which include, the demography (such as gender, age, marital status and education), where for example females tend to quit their job after marriage (Faiz, 2015), organization (for example salary and promotion) and the work environment (for example supervision and working conditions) (Zahra et al., 2013). However, little research has been devoted to the role of skill, motivation, and opportunity HRM practices and employees' outcomes (turnover intention, absenteeism, and burnout) (Abbas & Ahmed, 2012). The proper provision of skills, motivation, and opportunity enhancing HRM practices by an organization can assure employees that their organization is committed and concerned about their wellbeing and give clear message to employees that organization is valuing them (Kwon, 2009).

Accordingly, work engagement (Halbesleben, 2010; Salleh & Memon, 2015) has been the key factor in influencing turnover intention. According to Albrecht et al. (2015) that employees' engagement keeps the employees busy and productive in their work. He further suggested that employees are less engaged in the organizations across the globe. Engagement level of employees through HRM practices, reduce the turnover intention (Shah & Beh, 2016).

In addition to HRM practices and work engagement literatures highlighted that organizational politics is also associated with the higher rates of employee turnover intention through its negative influences (Ishaq & Khalid, 2014). Organizational politics is characterized negatively due its characteristics of undesirable, self-interest based, backstabbing and self-promotion behaviors (Landells & Albrecht, 2017). The educational crises in Pakistan is the outcome of increased level of conflicts because of organizational politics within the institute, to which no attention is paid to resolve it. This has resulted in indiscipline, lower educational standard, and unfavorable work environment (Mukhtar, Islam, & Siengthai, 2012). In political work environment, the employees are appreciated not based on their hard working but based on favoritism, which leads the organization toward ill image, bad work orientation and unfavorable working environment (Subhani, Hasan, Osman, & Sheikh, 2012). Ishaq and Khalid (2014) showed a negative influence of organizational politics on organizational commitment, job satisfaction and turnover intention among employees in a public sector university in Lahore, Pakistan. Similar results were also shown in a public sector university of Pakistan (Atta & Khan, 2016). Work engagement as the best approach to keep employees engaged and motivated in order to divert them from the negative effects of organizational politics (Kompaso & Sridevi, 2010).

Hence, the current study investigates the relationship of HRM practices toward turnover intention with the mediating role of physical, cognitive and emotional engagement, and moderating role of organizational politics on the relationship between physical, cognitive and emotional engagement and turnover intention in the public universities of Sindh Pakistan, which is the second largest populated province of Pakistan and hosts second highest number of universities after Punjab province (HEC, 2019). The issues addressed in depth so that effective HRM practices can be

utilized to decrease the turnover intention among the academicians of the universities of Sindh, Pakistan. It will add worth to the literature about employee turnover within the specific context of Pakistani universities, as there are no official statistics available regarding the turnover rate among various universities (Saleem & Qamar, 2017).

1.5 Research Objectives

The purpose of this study is to examine the relationship between the skill, motivation, and opportunity enhancing HRM practices on turnover intention with the mediating role of physical, cognitive and emotional engagement, and moderating role of organizational politics on the relationship between physical, cognitive and emotional engagement and turnover intention among academicians' working in public universities of Sindh, Pakistan. Thus, the objectives of the current study are as below:

1. To investigate the influence of skill-enhancing, motivation-enhancing and opportunity-enhancing HRM practices on physical, cognitive, and emotional engagement among academicians.
2. To investigate the influence of physical, cognitive, and emotional engagement on turnover intention among academicians.
3. To examine whether physical, cognitive, and emotional engagement mediate the relationship between skill-enhancing, motivation-enhancing and opportunity-enhancing HRM practices and turnover intention among academicians.
4. To investigate the moderating role of organizational politics on the relationship between physical, cognitive, and emotional engagement and turnover intention among academicians.

1.6 Research Questions

The purpose of this study is to investigate the relationship between the skill, motivation, and opportunity enhancing HRM practices on turnover intention with the mediating role of physical, cognitive and emotional engagement, and moderating role of organizational politics on the relationship between physical, cognitive and emotional engagement and turnover intention among academicians' working in public universities of Sindh, Pakistan. Therefore, research aims to find the answers to the following questions:

1. What is the relationship between skill-enhancing, motivation-enhancing and opportunity-enhancing HRM practices and physical, cognitive, and emotional engagement?
2. What is the relationship between physical, cognitive, and emotional engagement and turnover intention?
3. Does physical, cognitive, and emotional engagement mediate the relationship between skill, motivation and opportunity enhancing HRM practices and turnover intention?
4. Does organizational politics moderate on the relationship between physical, cognitive, emotional engagement and turnover intention?

1.7 Significance of the Research

Significance of the present study can be viewed by theoretical and practical aspects.

1.7.1 Theoretical Contribution

This study extended the Social Exchange Theory (SET) and Conservation of Resources (COR) Theory. Hence the present study investigates the impact of skill, motivation and opportunity enhancing HRM practices on turnover intention with the mediating effect of physical, cognitive, and emotional engagement, and moderating effect of organizational politics with the help of conceptual framework.

Intention to turnover is a complex issue and it varies across context (Griffeth, Hom, & Gaertner, 2000a). There are many studies on turnover intention and yet there is no definite answer for employee turnover (Holtom, Mitchell, & Lee, 2006). In the previous studies the job satisfaction was followed as a predictor to investigate turnover intention of employees (Brough & Frame, 2004; Poddar & Madupalli, 2012; Samad, 2006). However, little research has been devoted to the role of skill, motivation, and opportunity HRM practices and employees' outcomes (turnover intention, absenteeism, and burnout) (Abbas & Ahmed, 2012). The present study contributes to literature by conducting the skill, motivation, and opportunity HRM practices and turnover intention in a single model. Furthermore, the previous studies on the turnover in Pakistan, particularly educational sector has utilized single dimension or direct relationship of antecedent to turnover intention, such as, job satisfaction (Ali, 2008; Bushra, 2012; Saleem & Qamar, 2017), job involvement (Saleem & Qamar, 2017), motivational factors (Ahmed et al., 2010) and learning opportunities (Mubarak et al., 2012) the present study conducts the comprehensive research to evaluate employees' turnover intention, influenced by skill, motivation, and opportunity HRM practices through the path of physical, cognitive and emotional engagement in public universities of Sindh, Pakistan.

Moreover, the present study also finds out the moderating role of organizational politics on the relationship between physical, cognitive, and emotional engagement and turnover intention. As some studies reported significant positive relationship between physical cognitive and emotional engagement and turnover intention (Gupta & Shaheen, 2017; Wesley & Krishnan, 2013). However, the study by Erdil and Muceldili (2014) found insignificant relationship between engagement and turnover intention. Hence, the inconsistent results in past studies, this study introduced organizational politics as a moderator to moderate relationship between physical, cognitive, and emotional engagement and turnover intention. Organizational politics has been studied as a lead directly to job anxiety, stress, and turnover. The minimum attention has been given it as a moderator (Harris, James, & Boonthanom, 2005). In Pakistan, as most of these studies have been conducted in other provinces of Pakistan, the present study contributes in the literature in the context of the universities of Sindh province Pakistan, which is the second largest populated province of and hosts second highest number of universities after Punjab (HEC, 2019). The main reason to approaching academicians working in universities of Sindh, Pakistan was their invaluable services to the society.

The knowledge generated from the results of the current study are expected to be helpful to the Government of Pakistan, human resource professionals, and concern authorities to know how to best manage HRM practices, and physical, cognitive and emotional engagement to prevent the turnover intention among academicians.

1.7.2 Practical Contribution

The findings of present study provide valuable insights that may contribute in developing better understanding about HRM practices and work engagement, organizational politics and turnover intention. The results of this present study will serve as a guide to the universities of Sindh, Government of Pakistan, and policy makers to know how to minimize the academician's turnover intention.

Both HRM practices and work engagement are the positive approach which focus on employee well-being (Schaufeli & Bakker, 2004). HRM practices and work engagement have a positive influence on well-being and satisfaction of the academicians. It is expected that this study will be helpful for the employers to understand the importance of these variables in reducing turnover intention of academic staff. The administrators of universities can gain insight into ways and strategies on how to attach the employees at their job. Additionally, it proved that the employees with high engagement are highly committed to their organization and have low turnover intention (Salleh & Memon, 2015).

Finally, the findings from this study may provide new insights on effective HRM practices that could help leaders of other business sectors, in reducing employee turnover and increasing profitability either regarding financial or knowledge generation. The study can also assist the researchers to comprehend the association between HRM practices, physical, cognitive, and emotional engagement, organizational politics, and employee turnover intention.

1.8 Definition of Key Terms

Human Resources Management Practices

The human resource management practices (HRMPs) are defined as the strategic approaches to personnel management that typically involve great emphasis on employee involvement and development. These practices influence on outcomes of the workers differently and can be summarized along three dimensions. These includes skill-enhancing, motivation-enhancing and opportunity-enhancing (Gardner, Wright, & Moynihan, 2011).

Skill-enhancing Practices

Skill-enhancing practices are the practices of HRM which aim to upgrade the skill levels of the employees. These practices include recruitment, selection, and training that increase the knowledge, skills of the employees to work more efficiently (Bailey, 1993).

Motivation-enhancing Practices

These are the practices of HRM which keep the employees motivated in their work. These practices include regular performance feedback, incentives and pay which motivate the employees towards positive behavior to the work (MacDuffie, 1995).

Opportunity-enhancing Practices

These practices provide the opportunities to employees to work with the commitment and efficiency. These practices include information sharing, flexible work assignments, participation in decision making, and grievance procedures (Huselid, 1995).

Organizational Politics

Organizational politics is defined as the self-centered behavior which can potentially disable the organizational harmony and its effective outcome can paralyze organizational effectiveness. It consumes time, prevents information sharing, and generates communication blocks (Daskin & Tezer, 2012).

Work Engagement

It is an expression of an employee's preferred self' in his/her tasks with presence physically, cognitively and emotionally, resulting in full performances (Rich, Lepine, & Crawford, 2010).

Physical Engagement

Physical action and energy of an employee on specific tasks, resulting in the maintenance of autonomy and control over the course of actions (Brown & Leigh, 1996).

Cognitive Engagement

It is defined as the expression of employees' performance in which they focus on work and interpret the situations as opportunities to perform work activities (Rothbard, 2001)

Emotional Engagement

It is defined as an employee's feeling and emotional reactions, associated with the desire to fulfill needs or values (Russell & Barrett, 1999).

Turnover Intention

Turnover intention encompasses the decision-making process that may lead to turnover. It is the intention of employees to leave their organizations voluntarily in future (Wayne, Shore, & Liden, 1997).

Academician

Academician (lecturer, assistant professor, associate professor, and professor) is a staff member of higher education who is appointed to undertake a teaching and/or research function (Williams, 2016).

1.9 Organization of Thesis

Chapter 1 provides background of the research and highlights the problem statement. It outlines research objectives and research questions, followed by theoretical and practical significance, definitions of key terms, organization of thesis and ends with the summary of chapter.

Chapter 2 reviews the literature which contains findings of the previous studies related to skill, motivation and opportunity enhancing HRM practices, physical, cognitive, and emotional engagement, organizational politics, and turnover intention. Furthermore, this chapter also provides the conceptual framework and hypotheses development.

Chapter 3 illustrates the research methodology to conduct the present study. It discusses the, research design, population, sampling, and sample size. In addition, this chapter also describes the procedures of the questionnaire design, data collection procedure and pilot study. In the end, statistical methods for data analysis are discussed in detail.

Chapter 4 presents the results of data analysis and findings of this study. Its discusses data screening process, demographic profile of the respondents and descriptive statistics of the variables. Furthermore, it also explains measurement and structural models. In the last, it presents summary of all hypotheses.

Chapter 5 discusses the findings of this study in detail. It provides recapitulation of the study followed by answers to the research questions, discussion on the objectives. It also discusses the justifications about the results of hypotheses, and it discusses the valuable insights in the form of conceptual, theoretical, and practical contributions of the study. Furthermore, the limitations of the study and directions for the future research are highlighted. In the end, conclusion that summarizes the entire work in this study.

1.10 Summary

Chapter one of this study explained the research topic and introduced the area of study. The background of the problem was briefly examined to provide justifications about the research. The research questions and research objectives were described clearly. The significance of this research was underlined to justify theoretical and practical importance of study. In the last, definitions of key term were presented.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

As discussed in the previous chapter, this study investigates the influence of skill, motivation, and opportunity enhancing HRM practices on the turnover intention among academicians with the mediating role of physical, cognitive, and emotional engagement and moderating role of organizational politics.

In the last three decades the major increase in the number of universities has occurred in Pakistan, but the quality of education in many universities has dropped significantly as per the recent report. (Jamal, 2016). Management of the universities has been shown to play a poor role in this regard (Bilal & Khan, 2012). Due to poor management system, academicians are dissatisfied resulting in turnover intention among them. Therefore, the present study helpful strategies to control actual turnover of academicians by investigating turnover intention as a dependent variable.

This chapter explains eight variables which used in this study in detail such as, skill, motivation and opportunity enhancing HRM practices, physical, cognitive, and emotional engagement, organizational politics, and turnover intention. Following this, each construct relevant literature is discussed in detail. It also presents underlying theories used in this study. In the end, conceptual framework and hypotheses are presented.

2.2 Turnover Intention

Employees' turnover is defined as the movement of employees from one organization to another organization (Price, 1977). Turnover intention refers to the intention of employees to leave their organizations voluntarily in future (Wayne et al., 1997). There are several reasons which force employees to leave their job, for example, when the organization interest goes to opposite direction of an employee's interest, he or she leaves the present job (Ahmed, 2018; Fugate, Kinicki, & Prussia, 2008). Now days, the turnover is very challenging issue for the organizations. Therefore, the prospering organizations try to retain their skilled employees by employee-assistance programs for their success (Whetten, 2006).

Turnover has a great influence on the cost and production of an organization. To achieve competitive advantage, organizations must secure their valuable employees. Now days, more organizations realize that skilled employees are essential assets for them, and it becomes global challenge to retain those skilled employees. Therefore, researchers are trying to understand the issues and propose effective measures to decrease the turnover and turnover intention to retain the skilled employees. According to Price (2001) turnover and turnover intention are interrelated. He refers the turnover as; it is a form of withdrawal which represents actual turnover behavior that involves the movement of an employee to another organization. On the other hand, turnover intention means an employee thinks to quit the job during which the employee passes through a process that starts with thought to quit the job and with the passage of time, this thought becomes more strong, ultimately leading to turnover. In turnover intention, an employee decides to quit the job physically or mentally. In physical, the employee does not perform the duty or remains physically absent. In mentally, the employee is physically present in the organization, but mentally absent

and performs weakly (Ahmed, 2018; Rosse, 1988). While turnover and turnover intention are two different concepts. According to Bluedorn (1982) turnover intention is thoroughly correlated with actual turnover behavior, and is the best predictor of actual turnover (Allen, Shore, & Griffeth, 2003). Hence, turnover intention can be predicted as turnover (Cohen & Golan, 2007).

Turnover occurs voluntarily or involuntarily. In voluntary turnover, the employee quit the job knowingly with his/her own will because of various factors such as, extra workload, rude attitude of employer, unpleasant working environment, and better opportunities from the other organization. In involuntary turnover, the organization terminates the employee due to ineffectiveness and unsatisfactory performance (Dess & Shaw, 2001). The current study focuses on the intention to voluntary turnover, in which the intention of the employees towards leaving the job on their own wish.

Generally, the antecedents for turnover and turnover intention can be classified into three categories, individual characteristics (for example, effect, work centrality, work values, and extraversion), organizational characteristics (for example, salary, promotional opportunities, organizational values and company policies), and work context (for example, leadership, working conditions and colleagues).

Literature shows that in private organizations the turnover rate is higher as compared to the public organizations because they put extra workload on the employees to decrease their operational cost and get increased financial benefits. As a result, the employees get exhausted of the increased pressure of work. These types of practices create the intention of turnover among the employees (Griffeth et al., 2000a). Additionally, even though the organizations that give more salary and facilitate good working environment, but, if there is a lack of good relationship between employees

and employer, the employee will not be satisfied and decides to leave the organization (Yavas, Karatepe, Babakus, & Avci, 2004).

2.2.1 Factors of Employee Turnover Intention

Individuals who leave the jobs, and individuals who stay, occurs due to different reasons including the economy, demography, job characteristics, unavailability of career path, feeling of worthlessness or lack of appreciation, uninspiring supervision and training, and unequal salary structures (Covington, 2007; Salary, 2019). Employee turnover, a devastating phenomenon for organizations, acts as a hurdle on employers' steady and efficient operation. It has been correlated with job dissatisfaction and organizational commitment. Dissatisfaction with conditions at work, stresses from overwork, bullying and harassment, work-life imbalances, feeling unrecognized, and loss of trust and confidence in senior management have been identified as some of the causes of employees' turnover in HEIs (Jain, 2013).

Employee turnover usually brings costly consequences in terms of induction and training of staff in HEIs. It influences the organizations objectives, and research activities due to loss of well-trained and competitive staff. Hence, academicians' turnover leads to both monetary and academic loss for the institutions of higher education. It has been emphasized that due to turnover in HEIs, teaching quality and students' achievement are diminished. Some of the factors facilitating employee turnover among academicians are increased occupational stress, unavailability of long-term career opportunities, compromised organizational commitment, and reduced job satisfaction (Jain, 2013). Beside organizational factors, there are some non-work factors playing role in employee turnover, such as, personal or illness of a

family member, caring for a family member, relocation, and financial problems. Therefore, it is important to understand causes and antecedents of turnover to reduce employee turnover rates. Moreover, external factors also play significant role in employees' turnover such as, financial concern, personal conflicts, or opportunity to have advance career (Alias, Rohmanan, Ismail, Koe, & Othman, 2018). Situational factors such as employees' perceptions regarding their organization's HRM practices, and the relationship with their supervisors are the factors which also tend to induce turnover intention (de Oliveira & da Costa Rocha, 2017). Furthermore, it is recommended for employers to know what factors cause their employees to stay and what factors cause them to leave. Leadership effectiveness is also considered as an important factor having a strong impact on employee turnover, thus, enhancing leadership effectiveness can consequently reduce turnover rates (Jain, 2013). There are several studies devoted to developing predictive models and theories on turnover intention by researchers, which are described as follows.

March and Simon (1958) developed model of turnover, this model is based on the rational decision-making process and can best be described through organizational equilibrium which states that employees continuously seek to balance between their contributions to the organization and what rewards and benefits they receive in return. The imbalanced relationship will lead the engagement of employees in a succession of withdrawal behaviors that may result in employee quitting. Thus, March and Simon's model of turnover is characterized by turnover resulting from imbalanced equilibrium and facilitated by perceived desirability of movement and perceived ease of movement (Angela, Patrick, Anthony, & Carla, 2017).

According to Mobley (1977) job satisfaction was recognized as an indicator of movement desirability whereas, Price and Mueller (1981) identified another good

indication of perceived ease of movement which is availability of other jobs. Hence, the model predicts that the employee will leave in presence of strong dissatisfaction and availability of another job (Smith, Holtom, & Mitchell, 2011). Regarding withdrawal behaviors or withdrawal cognitions, searching for alternate jobs, lateness and absence at work, work withdrawal, and avoidance of the job have been connected with turnover (Harrison, Newman, & Roth, 2006).

Researches started to expand rational turnover models in 1980 to explore a wide range of organizational, environmental, and job factors as distal antecedents of turnover (Angela et al., 2017). An example of such expansion is highlighting the direct influence of labor market on turnover through individual perceptions of job alternatives (Griffeth, Steel, Allen, & Bryan, 2005). A peak in unemployment rates is supposed to make an employee limited to the job opportunity, because of which, there will be decrease in withdrawal intentions.

Various job and organizational characteristics shaping employee attitudes were introduced as distal antecedents of turnover in comprehensive turnover model. Organizational factors have strong impact on turnover, particularly, organizational commitment has been proposed as a mediator for intention to leave (Griffeth, Hom, & Gaertner, 2000b). Positive perceptions of job and work environment have high associations with organizational commitment (Gong, Law, Chang, & Xin, 2009; Jiang, Liu, McKay, Lee, & Mitchell, 2012) and reduced turnover intentions and behaviors (Gong et al., 2009; Heavey, Holwerda, & Hausknecht, 2013; Messersmith, Guthrie, Ji, & Lee, 2011). Empowerment and high pay are the examples of positive perceptions of job whereas organizational support is an example of work environment (Angela et al., 2017). Attitude theory suggests that changes in employee-employer relationship and work environment can cause the negative attitude and perceptions of employees.